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# THE INDUSTRIAL- ORGANIZATIONAL PSYCHOLOGIST

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# TIP

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April, 1997



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# TIP

The Industrial-Organizational Psychologist

Vol. 34/No. 4

April, 1997

## FEATURES

A Message from Your President

James L. Farr ..... 6

On the Horizon: I/O Psychology in the Web Age

Robert Most and Bruce J. Avolio ..... 11

Applying for Academic Positions: Concerns in Presenting Graphic Credentials on the World Wide Web

Arthur G. Bedeian and Hubert S. Field ..... 24

Just Practicing: Put Those Poor Performers behind BARS

Jeff McHenry ..... 28

The NASSP Assessment Center Story

Paul W. Hersey ..... 31

Practicing What We Preach: Competency-Based Assessment of Industrial/Organizational Psychology Graduate Students

Herman Aguinis and Kurt Kraiger ..... 34

Practice Network Special Edition: Directory of I-O Groups

Thomas G. Baker ..... 41

## DEPARTMENTS

IOTAS

Michael D. Coovert ..... 48

International Forum: Introduction to a New TIP Feature

Dirk D. Steiner ..... 51

The Clinton Administration's Opposition to the California Civil Rights Initiative Argues for Affirmative Action Status Quo James C. Sharf .....	57
Traveling in CyberSpace: Computer-Based Training R. Jason Weiss and J. Philip Craiger .....	70
Work in the 21st Century: Career Development Karen E. May .....	77
Practice Network Thomas G. Baker .....	82
Vantage 2000: Charmine E. J. Hartel .....	93
From Both Sides Now: Allan H. Church .....	104
The Student Network Greg E. Lovitsky and Bryan C. Hayes .....	120
<b>COLUMNS</b>	
Individualism: The Only Cure for Organizational Racism Edwin A. Locke .....	128
The Launching of IOINTERN into Cyberspace Elliot D. Lasson and Thomas Mitchell .....	131
Are You a Finch or a Hummingbird? Jim Morrison .....	133
<b>Reports</b>	
Report of the SIOP Election Committee Kevin R. Murphy .....	135
SIOP AWARDS COMMITTEE 1998 Adrienne Colella .....	136
Secretary's Report Bill Macey .....	146
An Update on the Celebration of the Golden Anniversary of APA Division 14 (now known as SIOP) Laura L. Koppes .....	148

Professional Practice Committee Update A. Catherine Higgs .....	149
<b>Obituaries</b>	
Morris S. Viteles .....	151
<b>UPCOMING CONFERENCES AND MEETINGS</b>	
Begins at .....	154
<b>CALLS AND ANNOUNCEMENTS</b>	
Begins at .....	156
<b>POSITIONS AVAILABLE</b>	
Begins at .....	162
SIOP Committee Volunteer Form .....	174



## A MESSAGE FROM YOUR PRESIDENT

JAMES L. FARR



**Please Hold for a Message from Your President...**

### A Message From Your President

James L. Farr

As I sit down to write my fourth and last TIP column as SIOP president, I am astonished at how quickly the year has gone. I guess I must have had a lot of fun! When you read this, it will be time for our annual conference, held this year in St. Louis, but I am writing in mid-February and have just returned from the SIOP Executive Committee meeting. Having sat in several days of meetings discussing issues affecting the Society and hearing reports of the activities of our many committees, it is apparent to me why being a SIOP officer can be so much fun. Simply stated, SIOP enjoys the enormous benefit of having a dedicated group of officers and committee chairs whose accomplishments for the Society are many, but who manage to retain their sense of humor and develop an esprit de corps that exceeds that of any other volunteer group I have ever known. (Well, there is a garbage collection crew I work on for the local summer arts festival that may be its equal, but that has unusual extrinsic rewards associated with a job well done.) I want to acknowledge the work of these individuals by highlighting here the major activities of the Society for the past year. I also want to thank the hundreds of SIOP members who have served on our committees, enabling the Society to reach many of its goals. I hope all of you will be in attendance at the conference luncheon in St. Louis when we recognize our many volunteers.

First, let me mention some of the special accomplishments of our committees during the past year. Let's start with documents. David Kravitz chaired a subcommittee of the Scientific Affairs committee (Jim Breagh, Chair) which wrote an excellent review of the existing psychological and be-

havioral research on affirmative action. A summary of this document has appeared in the January, 1997 TIP; the full report is also available on the SIOP WWW Homepage and in hard copy from the Administrative Office. The Education and Training Committee (Janet Barnes-Farrell, Chair) has completed a revision of the Guidelines for Education and Training at the Doctoral Level, incorporating the input of many SIOP members concerning the competencies required for effective performance as an I/O psychologist at this level. Debra Major chaired the subcommittee that took primary responsibility for this task. At present the guidelines are being reviewed at APA; we hope to have a final version ready for full distribution soon. SIOP has also entered into an agreement with APA for APA to publish a revised and expanded I/O ethics casebook. The casebook is being edited by Rod Lowman as a subcommittee effort of the Professional Practices Committee (Cathy Higgs, Chair). It is anticipated that the casebook will enter production shortly; a copy will be distributed to each SIOP professional member as a benefit of membership. Special thanks are due to Cathy and Rod for negotiating a contract with APA that is very favorable for SIOP and its members.

The continued development of SIOP's electronic communication resources has been a major task this year. The SIOP Webmaster is Phil Craig with much able assistance from Jason Weiss. Phil and Jason have developed an excellent homepage that allows members and nonmembers easy access to a lot of Society information. The URL is: <http://emit.unomaha.edu/TIP/SIOP/SIOP.html>. Be sure to give it a look when you're surfing the Web; I know you will be impressed. One of the things that the Homepage can facilitate is communication with colleagues around the world. SIOP and the European Association of Work and Organizational Psychologists have agreed to work together to further collaboration among the two organizations and our members. Our initial concrete effort will be some joint programming at the 1998 APA convention in San Francisco; this can take advantage of the presence in San Francisco of many EA WOP members for the 1998 International Congress of Applied Psychology that I mentioned in my January TIP column. SIOP and EA WOP will also be discussing other possible collaborative efforts during the next year. Please send me any ideas that you have.

Two other special activities have occurred this year, one with a "backward" and one with a "forward" orientation. Laura Koppes, SIOP's Historian, has been organizing many activities related to the celebration of the Golden Anniversary of Divisions by APA. The many interesting articles about the history of I/O psychology in the January issue of TIP was one of these. There will also be special sessions at our upcoming conference in St. Louis and even a party to help commemorate this event. Less glamorous, perhaps, but of great long-term importance to the Society has been Laura's work that has culminated in the establishment of procedures to preserve our history through the deposit of SIOP documents and records at the Archives of

the History of American Psychology at the University of Akron. If any of you have any materials pertaining to the history of I/O psychology, please contact Laura; we have gaps in our historical record that we are trying to fill. Some of our biggest gaps are from not so long ago in the 1970s and 1980s.

Our forward-oriented activity is the creation of an ad hoc committee, chaired by **Irv Goldstein**, to develop strategic guidelines for the SIOP Foundation, which was established last year. The Foundation has the potential to be a very positive force for the Society, but we want to be sure that we are clear on its goals and mission. I am delighted to report that two major awards have been endowed by recent contributions to the Foundation, The William A. Owens Award and the M. Scott Myers Award. Please see the article elsewhere in this issue of TIP by **Adrienne Colella** (Chair, Awards Committee) on these and our other SIOP awards. The generosity of the Owens and Myers families and their friends and colleagues serves as an excellent model for how we can further the goals of the Society through the Foundation.

In addition to these activities, all of SIOP's committees have been hard at work in their particular domains. TIP, under the editorship of **Mike Coovert**, maintains its position as the ultimate newsletter. The Frontiers Series (**Shelly Zedeck**, Chair) and the Professional Practice Book Series (**Manny London**, Chair) continue to produce excellent volumes displaying the best in science and practice that our field has to offer. The many committees associated with our conference have done another great job; a measure of success can be noted by how quickly our conference hotel block sells out. This year this occurred in early February! **Katherine Klein** (Chair, Society Conference Committee), **Sally Hartmann**, (Chair, Continuing Education and Workshops), **John Hollenbeck** (Chair, SIOP Program Committee), and **Steve Ashworth** (Chair, Placement Committee) and their many committee members have put together another excellent conference that I'm looking forward to (except for that first Friday morning session). Also, at the conference **Adrienne Colella** will announce the winners of our various SIOP Awards and **Elaine Pulakos** (Chair, Fellowship Committee) will present the newly elected SIOP Fellows.

**Tim Judge** (Chair, APA Program) and his committee have developed an attractive SIOP program for the APA convention in Chicago this summer. They have worked hard to establish a number of co-sponsored sessions with other divisions to take advantage of the diversity of specialties present at an APA convention. **Karen Paul** and the Membership Committee have been working to improve the application process and to coordinate the traditional "paper-based" procedures with new "electronic" procedures based on our Homepage. They will also sponsor a New Member Social at the conference in St. Louis on Friday, April 11, from 5-6 p.m. The State Affairs Committee (**Greg Gormanous**, Chair) has been concerned with working with state licensing boards as they seek information about our practice. **Jeff McHenry**

(Chair, Committee on Committees) has solicited volunteers for the many SIOP committees, attempting the herculean task of matching volunteers' interests with committee openings. Please submit the form found frequently in TIP and always on our Homepage if you are interested in maintaining or beginning involvement in our many activities. There is something for everyone!

I also want to thank our elected officers for their help over the past year. **Mike Campion** (Past President) and **Kevin Murphy** (President-elect) have provided me with (frequently sought) advice and wise counsel, as have **Bill Macey** (Secretary) and **Ron Johnson** (Financial Officer). Our 3 Members-at-Large of the Executive Committee (**Wayne Camara**, **Dick Jenneret**, & **Nancy Tippins**) function as the core of the Long Range Planning Committee, which has in this year developed an investment plan for the Society, conducted sunset reviews of several SIOP committees, and set in place a task force to consider issues related to SIOP's image and visibility to external constituencies. Our APA Council Representatives (**Rich Klimoski**, **Irv Goldstein**, & **Angelo DeNisi**) have kept us apprised of APA activities and have been excellent advocates for I/O psychology with the various directorates, committees, and boards of APA.

Finally, I must extend sincere and deep thanks to **Lee Hakel** and her staff at the SIOP Administrative Office. The Society simply could not function without the support that the Administrative Office provides to each committee and officer. The contributions of **Milt Hakel** to the design and development of various computer systems and templates to ease the burden of increasing size and numbers of services are immense and something that also deserves a loud "Thanks."

The long litany of people I have thanked above (and there are others who have also contributed enormously to the success of SIOP over the past year that I did not have space to thank here) is telling—mostly telling everyone that this is an easy organization to lead. A major task is watching in amazement at all we get done. Another is thanking people. I enjoy that—just as I have enjoyed this year as SIOP President. Thanks!



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## On the Horizon: Industrial/Organizational Psychology in the Web Age

Robert Most  
Mind Garden, Inc.

Bruce J. Avolio  
Center for Leadership Studies, SUNY Binghamton

Over the last year, each of us has been approached by organizations to discuss how we might utilize the web for various human resource development purposes. These discussions have focused on developing websites for conducting personnel assessment, performance appraisals, on-line consultation, and for training and development purposes. In this article, we seek to open a dialog about the technological possibilities available with the web and Internet and to discuss what is currently available. We have included a glossary at the end of this article to facilitate clarity of dialogue.

We will venture to say, that, by the year 2005, the Internet will have significantly changed the way we practice psychology in our discipline. During the transition period that will unfold over the next five years, we expect to see some of the more traditional procedures, such as conducting performance appraisals, commonly using web technology for both convenience and fundamental improvement in the value to the organization. As we move beyond this transition stage in utilizing this technology, we also expect to see fundamental change in the way our services are designed and delivered to stakeholders and clients.

The tools and database features available on the Internet can supplement and extend personal interactive work with clients. They can support interactions that continue beyond the initial training and personal development work. In fact, interaction can be as often as one would like to have it occur following a training event. The Internet provides a framework for "just in time" support to clients during that critical transitional period when someone leaves a training workshop and returns to all of the demands of work that haven't changed since they attended training. The Internet tools and facilities can help provide the needed "boosters" to keep the training impact effects alive for longer periods of time for a reasonable cost. In a number of significant ways the Internet can transform how we interact with clients, from the very first intervention to the time one is ready to terminate services.

### What's Happening to Ted and Ned Amidst All of This Global Churn?

#### *Here's Ted*

Ted and Ned have been involved in the leadership training business for the

last 15 years. You are probably familiar with Ted's approach. He focuses on training management in order to make it more personally effective by providing feedback to his clients on how others see them; uses developmental exercises in training programs to improve leadership skills; and, for some clients, he coaches them, one on one, to be more effective leaders. To accomplish his objectives, Ted understands the power of multirater assessment and structured questionnaires of leadership style and personal competencies.

Before his workshops, Ted typically uses an on-site company coordinator to send out questionnaires to all participants in the workshop. Participants and/or the coordinator then distribute the rater forms for completion, accompanied by the usual reminders to participants to be sure to get their forms in before the deadline. Of course, there are some who fail to accomplish this task, and Ted always wonders to himself whether these people are "developmentally ready" to be more effective leaders. Good question. Because the companies Ted works with are typically global, it is always a problem getting forms out and making sure they are mailed or faxed back in time for processing the reports before the workshop. Unfortunately, some participants don't receive a multi-rater generated report because either too few raters provided feedback, or the participants themselves didn't have time, or the inclination, to complete the ratings.

Most participants enjoy Ted's workshops, they are impressed with the insights they gain from colleagues rating their behaviors, and they appreciate the importance of building their own development plan for implementation back on the job. Yet, oftentimes, when the workshop is over, participants put the attractive leadership binder on their shelves, practice for a few weeks the rules learned in the workshop, and then for most, go back to work as usual, hopefully being a slightly better leader. Evaluations of Ted's workshops are generally very positive, and he frequently has a number scheduled in advance with companies who believe they are deriving substantial benefit from these interventions.

#### *And Then Comes Ned*

Over the last year, Ted's colleague Ned has been experimenting with utilizing a multirater website for collecting leadership ratings prior to conducting his workshops. The address (URL) of the website is e-mailed to all workshop participants in advance of his workshops. Participants can easily enter the website from any location in the world, with the password provided in an e-mail to their account. To obtain multirater feedback, participants or an onsite coordinator are instructed to enter the name and e-mail or fax number of each person they want to rate them on the surveys. Participants are coached on how to add a personal message to explain the purpose of the assessment and to enhance the quality and integrity of the data they will receive in the workshop. They can enter the site and rate their own perceptions of their leader-

ship behaviors and style. Each rater then receives an e-mail or fax with the address of the website and the password. The raters receive a date by which they must rate the participant, an explanation of how the ratings will be combined, assurances of confidentiality and an e-mail address to which they can send any questions or comments.

Upon entering the website, each rater immediately sees a message listing all participants who have asked them to complete a leadership survey for them. By clicking on a name, they are brought to the appropriate form for the participant (e.g., higher level, peer, customer). They are then instructed on how to complete the survey on the individual, they can rate each individual, and then exit the site upon completion of the survey.

The web server keeps track of the date of the workshop and a week before the workshop an e-mail and fax message is sent to all raters and participants who have not completed their ratings. With one client, Ned accelerated the pace of these follow-up messages so that by the time of the workshop, those who had not fulfilled his/her obligation of completing the survey were getting friendly and humorous reminders by e-mail several times a day.

On the day of Ned's workshop, he checks into his website and sees from a list that one of the participants has still not rated himself, although all raters have completed their surveys. Like Ted, Ned wonders how developmentally ready this individual is to learn more about leadership. He makes a call and asks him to please complete the rating that morning. An hour before the workshop, Ned is able to get on his website and print all the reports for the workshop group. He sends a note to all of the raters on the e-mail list to thank them, and to remind them that the person who was rated will now be receiving feedback on the survey in a way that will assure their confidentiality and anonymity. They are also encouraged to contact Ned's e-mail address if they have any questions or concerns about the workshop intervention.

During the workshop, Ned uses a well-established leadership and competency model and provides participants with a web address (URL) to utilize following the workshop to help them to continue developing their leadership competencies. The website provides each person with a personal web page where they can retrieve an electronic copy of their report. At the website, they are then led through a development planning process based on the specific objectives they set for themselves in the training workshop. One of the processes Ned has used in past workshops can be described as follows:

1. Participants are asked to select an objective to work on following the workshop. The objectives often are derived by the rater's assessments from the multirater questionnaire, along with other insights gained in the workshop.
2. When participants select an objective, they are brought to a set of behaviors or action steps they can use to help them understand and learn more about how to achieve that objective. The behaviors or action steps are set up in a hierarchy, so that the participants can begin to work on some "low hang-



ing fruit," or easier objectives, followed by more complex ones that may take them closer to the heart of the objective they have set for themselves. Each participant can add behaviors to work on using a very user-friendly form that takes them through the steps to assign new behavioral objectives for personal change and development.

3. Examples are provided on how to best measure a participant's success in accomplishing their objective and the participant can write in their own criteria using their own words. In some cases, Ned has contracted with the organization to have supervisors of participants integrate the objectives that were set in the leadership workshop directly into the performance review process/cycle.
4. Participants choose from a drop down box how long they will take to achieve the objective.
5. They can enter the e-mail address of a colleague they might want to have help them with completing their objective.
6. Their development plan comes up on the screen for them to review and print.
7. Each day via e-mail they receive a new behavior or set of behaviors to work on that is associated with the goal. Participants can take many small action steps to address revealed leadership gaps to build their full potential.
8. The colleague they selected to help them also receives e-mail showing the behavior they are working on that day and can track progress with the participant and discuss ways to improve leadership behavior and style via e-mail or face-to-face.
9. When the objective is finished, they can go to the site and make comments on how well the process went and what they learned.
10. Finally, they can select another objective to work on, and, based on the objective, they will receive a new set of behavioral suggestions and action steps to work on. The process continues with the new objective.

The website contains a great deal of material about leadership competency development that has been collected in the organization and from experts in the field. It explains models of leadership, personal development, and how to get the type of mentoring that is required to build one's full potential. Participants can select an objective or competency and learn various behaviors and strategies they can use to develop their effectiveness. The website contains a web board so they can post their ideas and communicate with others using the web system. By clicking on a competency or leadership style, they can be electronically taken to other material within the company for learning that competency, other material placed there by Ned about the competency, or to Corporate Training to sign up for a workshop on training in a specific skill area that would further enhance their leadership potential. Training programs are being offered with the goal of providing a "just in time" format to meet the needs of employees.

Ned's website provides him with many tools for organizational change. Ned's models and best practices are always available to his clients and he can add and improve his material at any point in time, as new ideas and insights arise. The more people use his site, the more they can learn the skills of leadership and personal development, which over time results in a more effective alignment and a common vocabulary in the organization regarding leadership development practices.

Ned's website provides him with many communication tools for relating to his client company. He can read and post messages on the web board to gather and respond to the concerns and ideas raised by all employees. He can schedule on-line chats for doing virtual training sessions or refresher workshops. He has the e-mail address of numerous employees and can set up lists to communicate with certain groupings of project teams, levels of management, and/or all employees. When employees have problems, they can e-mail Ned, who can pull from pre-written solutions or training material to provide a comprehensive and specific answer to address the needs of his clients. When he faces new employee situations, he can post his answer on a web board or in a database so that other employees with similar issues can access and learn from the information. Very little information is lost, and most of it can be disseminated quite easily to large numbers of employees across vast distances.

By using web-based e-mail, Ned can send graphic and linked web pages or small programs such as Java or ActiveX applets. Ned can even show an animated character talking and modeling behaviors using Microsoft Agent, a program for interactive animated personalities. There are many tools available, and they are growing each day, to help make the learning process instructive, continuous, and fun.

There are many important by-products from using website technology, but one important one, in terms of impact with the organization, is that Ned's relationship with his client is not "jump in, jump out," it is continuous and it evolves over time. Ned's workshop participants are less likely to put his material on a shelf, but receive support continuously over the year structured by e-mail sent from Ned's server in the form of the behaviors they choose to work on. Ned has the opportunity to provide mentoring support to a wide range of individuals by reviewing the objectives employees have accomplished and how they worked through each objective. He can e-mail or call them to make suggestions and provide advice on a "just in time basis".

As Ned's client company grows and faces new issues, he anticipates adding features and content to the website, building on the base and relationship he has established with various clients. Ned provides a valuable service by hosting the web system so that developmental interactions can remain confidential if needed, and therefore not available to corporate management.

## Using the Web for Manager and Employee Interaction

The web can also be didactic. Imagine that you are in Human Resources and are charged with insuring alignment between management's goals and the priorities and the competencies of each employee. You can develop a paper-based tool to help support such alignment, which you distribute every six months to assess the level of congruency between individual priorities, and those that were specified by senior management. Alternatively, you could develop a web-based system and keep track of the process for all employees on a day-to-day basis, providing feedback where discrepancies may exist within the organization.

Imagine the following web-based system for Jane, a corporate manager:

1. Jane selects Larry from her list of reports and is brought to a pie chart showing each of the corporate competencies desired in a manager as a wedge. Underneath the graphic is Larry's name, job title, and a brief job description.
2. Jane clicks on each wedge of the pie and apportions 100 points across the competencies to represent the proportion of competencies required in Larry's job based on the priorities for his unit, division, and the overall organization. As Jane enters each number, the wedge areas adjust. Jane can view a description of the competency from a competency list accessed on the same page. She can also add in her own description of the competency in language she may feel is more suitable for Larry's job and her unit.
3. Jane e-mails Larry to suggest they work together to apportion competencies for his job.
4. Larry enters his personal web page and selects "job competency model." Larry is presented with the job title and description. He can read the competency descriptions and Jane's supplements to the descriptions. Larry apportions the competencies he believes are needed for his job, and prioritizes them.
5. Jane is notified by e-mail sent from the web server that Larry has completed his rating of his job.
6. Jane arranges to talk with Larry, who is located in another country, and tells him that they should each bring up the "job competency model coordination" web page. This facility is a collaborative application (e.g., Microsoft NetMeeting or Netscape Communicator) that can be used to facilitate their working together to come up with agreement of the weighting of different job competency areas of Larry's job. The page shows three competency circles. The first circle is Jane's model of the job, the second circle is Larry's, and the third circle is proportioned for each competency that shows the average of their two ratings.

7. Jane and Larry discuss the job and the skills needed for the job. As they talk, they apportion the competencies for the job in the third circle, which will end up as the final job model.

8. It is now time to look at Larry's skills in relation to the job. Jane and Larry go through a similar process, but this time they rate Larry's skill level on each competency. When they view the competency pie, each competency is an equal size, but they can click to indicate the rating. One click turns the wedge yellow for adequate skill performance, two clicks turns the wedge red for needing development, and three clicks turns the wedge blue for above average ability.

9. This time when Jane and Larry discuss the agreement on-line, they see one pie with the blend of colors (e.g., if Jane rates Larry low and Larry rates himself high, the color is purple). Clicking on the wedges, especially the non-agreement wedges (orange, green, and purple), finalizes the rating.

10. Now Jane brings up a web page that shows Larry's competencies coloring the job competency model. Where large wedges are red, there is a clear need for development. Development judgments can be made from looking at the size and color of each competency wedge. By clicking on the wedge Jane and Larry are linked to relevant training workshops for which they can register, related documents within the corporation, and behaviors and exercises for developing that competency. The competency development can also be structured using the development plan model being used by Ned described above.

Note that the data for this process is stored in a corporate server. Whoever is responsible for this process in HR can review where each manager and employee are in the process, and when they last performed each step. They can e-mail reminders or schedule reminders based on rules such as every month or immediately following a performance review.

## Using the Web for Alignment Across Levels

But what is the necessary evil in almost every company? You've got it, it's the performance appraisal process! First, it is difficult to get managers to do performance appraisals on time. Second, it is typically not associated with being fun. Third, even if they do it, it is rarely linked to development. Fourth, it is difficult to get managers to coordinate objectives across employees and with the objectives of that manager's boss. Now imagine that you are reviewing the performance of your employee, Sydney.

The corporate server notifies you by e-mail that it is time for you to review Sydney. You enter your management website and click on Sydney's name under the performance appraisal area onscreen. You see her job description and the objectives from her last performance appraisal. Since you have made notes about her performance over the review period, each objective has an as-

sociated text box that includes your notes. Objectives that are jointly assigned to some of your other direct reports have that report's name in parentheses. Objectives that have been highlighted as important by your supervisor are in bold green.

With the click of a button, you can bring in Sydney's ratings from the last review. You use a set of buttons to rate each objective. There is a text box for you to make comments about the objective. At the bottom of the screen there is a running average so you can see how each rating affects the overall rating for Sydney.

You now enter the section for objectives in the next review period. The previous period's objectives are presented as a starting point to which you can delete objectives, or add new objectives from a drop down list. You can also add new objectives to that list. When you add a new objective you see a "wizard" button. The wizard leads you through examples and rules for writing a good objective. Below each objective there is a text box for you to make comments about the objective.

Once you have finished with Sydney's objectives, you can move them up or down to rank order them. You then continue on to the developmental section of the report. You can click on a button to see the training workshops that Sydney has attended during the review period. Another button shows you training material and workshops available to Sydney. By clicking on the training examples, you can pull them into the performance appraisal developmental form under "suggested training". You will also see the list of corporate competencies. By clicking on a competency you can pull it into the performance appraisal form development section. You can include behaviors Sydney can and should be practicing to improve her skills.

Sydney follows a similar process on her performance appraisal form, including selecting training that she thinks she should receive and behaviors that she thinks she should practice during the performance review period.

It is now time for your review of Sydney's performance. You bring up her performance appraisal form and notice that her ratings of one objective are radically different from yours. You click an advice button next to the form and select that topic. You read about how to work with Sydney to understand why her perceptions may differ from yours and how to talk to her about resolving the differences in perception.

You call Sydney and you go to your management website and bring up the merged performance appraisal form for Sydney. This form brings up each objective one by one with your rating and comments side by side with her ratings and comments. A third area of the page allows for a final, agreed upon rating. The features available on the individual forms are also available on the merged form.

The objectives for the next review period are shown in a similar manner. The third area of the form allows you to decide on the final objectives and

their priority. You and Sydney can add notes about achieving each objective. The developmental section also provides full access to corporate training workshops and material and the database of behaviors for developing corporate competencies.

Your supervisor can bring up in her management site the objectives she has with you and the objectives that you have worked out with each of your direct reports. In that way, she can contact you to adjust objectives to meet her goals, to build further alignment, and to make sure everyone understands what they are supposed to be working on during this particular review period.

## Summary

The goal of utilizing websites is not to replace more traditional face-to-face interactions standard to I/O psychology. On the contrary, websites can be used for efficiency and follow-up to enhance the impact of the good work begun in face-to-face interaction in training. Web-based tools can also add value to what can be done face-to-face in a performance review process.

Yet beyond simply being a tool that can be used, there are also many interesting questions that can be addressed in terms of needed research. For example:

- How can such systems facilitate managers who now must operate from remote distances from their employees?
- What are the implications for giving positive or negative feedback when one is not working face-to-face?
- How do we address the ethical issues of having access to a wide range of personal information on individuals, the actions they are taking to improve themselves, and how they utilize these tools in their own development?
- What sort of concerns should we be considering in terms of disclosure of information and anonymity?
- In what ways can we use websites to continuously enhance learning and training impact for individuals, groups, and organizations?

These and many other questions are now on the horizon in our field, and it provides a very intriguing opportunity for practitioners and scientists to work side by side in learning how to apply this new technology in the most optimal way for individual, group, organizational, and hopefully for societal development.

**Acknowledgment.** We would like to thank Nancy Rotchford for ideas and a lively discussion leading to the descriptions of the web-based performance appraisal and the goal alignment process. Leisa Fearing of Elf Systems Corporation provided essential advice on the realities of the web and has been instrumental in developing some of the systems described in this article.

## Appendix A: Web Implementations Available for Review

Mind Garden has a demonstration of the leadership development site at: <http://leadership.mindgarden.com/demo/>

National Computer Systems has a demonstration at: [http://www.ncs.com/ncscorp/level4/psych/leader/mul\\_samp.htm](http://www.ncs.com/ncscorp/level4/psych/leader/mul_samp.htm)

## Glossary

**ActiveX** is a set of software components which can be used to provide special features for web-based applications. Creating an importance wheel that adjusts to importance ratings currently requires custom enhancements made possible by ActiveX.

**Applet** is a small program that requires other software like an Internet Browser to run.

**Browser** is a program that allow your client software to interface with web servers across networks or the Internet to access and retrieve electronic documents and run applets.

**HTML** (HyperText Markup Language) The standard language for describing the contents and structure of pages on the world wide web.

**Internet** is the worldwide collection of networks of computers sharing digital information using a standard set of networking and software protocols. Users are able to send and receive information to anywhere else on the 'Net' within minutes or usually seconds.

**Intranet** is a private computer network which is based on the same standards and software used on the Internet. These are used within organizations to share information across different locations and groups, but are usually carefully protected and kept entirely separate from the outside world.

**Java** is a small secure, robust, object-oriented programming language which will run on almost any type of computer, making it well suited for use on the web.

**Microsoft Agent** is a set of software services that supports the presentation of software agents (applications that operate on the user's behalf) as interactive personalities in a social interaction environment.

**Microsoft NetMeeting** is a software platform that provides real-time voice and data communication, application sharing, file transfer, whiteboard, and text-based chat over the Internet.

**Netscape Communicator** combines the Netscape browser with workgroup collaboration and electronic mail.

**Server** is a computer that is connected by a network to many other computers and acts as a common resource for the other computers. A web server is a server dedicated to providing access via the Internet.

**URL** (Uniform Resource Locator) defines the location of a web page or other web resources. For example, the TIP URL is: <http://cmil.unomaha.edu/TIP/TIP.html>

**World wide web**, or web for short, is an application on the Internet to locate and display documents anywhere on the 'Net.' These documents can contain links to bring up other web documents, pictures, sound, video and embedded software applications.

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## Applying for Academic Positions: Concerns in Presenting Graphic Credentials on the World Wide Web

Arthur G. Bedeian  
Louisiana State University

Hubert S. Feild  
Auburn University

Finding the "perfect job" is an aspiration that most academics likely share. The SIOP Job Placement Service exists, in part, to assist in fulfilling this goal as both job applicants and employers strive to satisfy one another's expectations. Nonetheless, as Brems, Lampman, and Johnson (1995) have recently noted, a seeming unawareness persists among graduates from doctoral programs in psychology about how to complete a basic academic job application. Their analysis of 148 job applications for an entry-level position in experimental psychology indicated that a "significant proportion" were incomplete, inadequate in addressing the particulars of the job in question, and nonindividualized rather than tailored in approach. In an effort to offset these shortcomings, Brems et al. (1995) offered job applicants and their mentors a list of guidelines for preparing applications for university positions. Among the guidelines are suggestions such as "Do not include personal information (e.g., marital status, spouse's occupation, number of children, personal photographs) in a cover letter or vita unless it is absolutely salient to why you are applying for a given position" (p. 536).

In response to these guidelines, Fals-Stewart (1996), a recent (and successful) entrant into the academic job market, concurred with Brems et al. (1995) in believing that psychology graduate programs should place greater emphasis on training students to prepare viable job applications. Focusing, however, on the "other side of the coin," she interviewed 15 other psychology-program graduates, to offer a list of five recommendations for search committees in attracting and selecting the best possible candidates for a department's particular needs. The recommendations touch on both pleasant and unpleasant aspects common to the job searches of those Fals-Stewart interviewed.

The purpose of this note is to propose a codicil of sorts to both Brems et al. (1995) and Fals-Stewart (1996). Neither address an increasingly common practice, for example academic job applicants' use of home pages on the World Wide Web. Whereas concerns related to the electronic posting of academic job openings would seem to parallel recommendations given by Fals-Stewart for standard job announcements, such postings, in turn, have prompted an increase in electronic communications between job applicants

and search committee members. We suggest in this note that academic applicants contemplating use of a Web home page to communicate with search committees should carefully consider the themes and images their home pages project.

Although we are unable to provide generalizable data such as those offered by Brems et al. (1995), like these authors, we, too, have also recently engaged in job searches to fill academic positions. Consistent with their conclusion that applicants would benefit from better advice about how to complete an academic job application, we believe they would also profit from a suggested caution regarding the use of the Internet in securing an academic appointment.

Our principal concern is job applicants' use of personal home pages on the Web to supplement their paper credentials. Whereas Web pages (in particular, their graphic capabilities) offer a richer form of communication than paper credentials, such as curriculum vitae, traditional application forms, transcripts, references, and cover letters, they are not exempt from some of the same impressionistic nuances. Just as with paper credentials, electronically transmitted credentials using the Web are capable of communicating vivid images. And, as is the case with paper credentials, electronic credentials can be the starting point for developing all sorts of attributions and, in so doing, pose both a threat and an opportunity.

As Dipboye (1992) observed, the threat derives from the effects that cognitive categories and schema activated in initial encounters can have on the processing of information. Whereas search committee members can form impressions based on either paper or electronic credentials, the inclusion of graphics on an applicant's home page introduces an entirely new set of concerns. For instance, one electronically supplemented application that comes to mind not only included a traditional curriculum vitae but a series of photographs. Brems et al. (1995) specifically advised against including either personal photographs in a job application (unless they are absolutely salient to a position) or references to activities such as personal hobbies. The photo series, while perhaps meant to be an attempt to personalize the application, included a snapshot of the applicant and spouse, separate poses of the applicant's dogs, and a panoramic view of the applicant's favorite mountaintop campsite. Beyond communicating non-job related details of an applicant's life (and life style), such photos potentially introduce a host of attributions related to viewers' pre-interview evaluations of an applicant's suitability. Admittedly, whereas it may be illegal to request that a job applicant provide a photo, there is no prohibition against an applicant doing so. At the same time, superficial factors such as physical appearance have been shown to be an important influence on a wide variety of judgments (Dipboye, 1992). As related to job interviews, an applicant's appearance typically becomes apparent in the first few minutes of an in-person interview. Acknowledging variations in the

weight interviewers consciously and unconsciously place on applicant attributes, the introduction of different physical features (e.g., attractiveness) and personal information (e.g., marital status, family, hobbies) in pictures on a Web home page seen by potential employers prior to an actual interview can be risky. Will such pictures lead to positive, accurate impressions of candidate attributes by prospective employers? This risk is particularly apparent given what is known about the role of first impressions in the pre-interview phase of a job search. That such impressions as they relate to factors, such as attractiveness, may be moderated by gender, age, position requirements, and the personal characteristics of interviewers does little but underscore the possible dubiousness of using personal pictures on the Internet.

Whereas other aspects relating to supplementing one's vita with graphics on a personal home page could be mentioned (e.g., the impression created by dress as revealed in pictures), it perhaps will suffice to say that academic job applicants should be equally aware that first encounters with prospective employers, whether in person, on paper, or on the Web, can influence interviewers' evaluations of one's credentials. Thus, applicants considering using visual images on a Web home page should carefully consider their potential impact on viewers and script their page in a purposeful fashion.

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## Just Practicing: Put Those Poor Performers behind BARS

Jeff McHenry

Recently my esteemed friend Mark, who asked me to omit his last name, sought my professional counsel as a practicing I-O psychologist. He told me that at a recent staff meeting one of his direct reports, Stanley, had poked gentle humor at another direct report, Fred, for completing a project a week late. Everyone laughed, including mild-mannered Fred, who subsequently returned to his cubicle at the end of the staff meeting and fired off an email to Stanley that, among other things, accused Stanley's mother of committing several unrepeatable improprieties. This touched off a flame mail war so hot it melted the insides of Stanley and Fred's PCs. There were charges and countercharges involving sons, daughters, wives, sisters, cousins, neighbors, cats, dogs—and even one allegation involving some unsuspecting sheep. It was when the sheep allegation was mysteriously posted on Mark's employer's intranet site—accompanied by some rather provocative clip art—that the situation finally came to Mark's attention. He called me within the hour looking for advice.

Fortunately, performance appraisal is one of the areas where we claim deep professional expertise as I-O psychologists. "Give me a little time to consult with my colleagues and review my grad school notes," I told him. "I'm confident I'll be able to provide you with some solid, practical advice."

I promptly contacted my esteemed colleague Elaine Pulakos, who in my eyes is and always will be the Queen of Performance Appraisal. Together we reviewed the notes we had taken in our respective graduate job performance classes, which can essentially be summarized as follows:

- There are many different rating scale formats including BOS, BES, BARS, BSS, BACKS, BUTTS, and Just Plain BS.
- Raters have cognitions, but usually can be trained not to.

Elaine and I quickly determined that cognition was not the problem here, so we focused on rating scales as the solution to Mark's problem. The question was, which scale format? We used the statistically significant approach of scientific coin flips, impartially observed by our esteemed cocktail waitress Myndy with two Y's and our equally esteemed bartender Steve with two E's, and as a result settled on the BARS format.

The one problem with BARS, of course, is that they require critical incidents. This stymied us for a moment, but we ingeniously resolved this problem—in the best tradition of practitioner expediency—by making some up. We called the resulting rating scale the "Two Guys Who Ought to Get Along Scale." It features the following behavioral anchors:

6.9 = Sends other guy sweet valentines, even when it's not Valentine's Day  
5.8 = Invites other guy to go fishing; brings enough Ho-Ho's and beer for two (I thank my esteemed colleague **Steve Ashworth** for his help with this anchor)

4.1 = Waters plants in other guy's cubicle when plants are looking dry  
3.14159 = Acknowledges other guy with manly grunts when passing in hallway

2.4 = Acknowledges other guy with manly grunts and inflammatory hand gestures when passing in hallway

1.3 = Waters plants in other guy's cubicle when plants are looking dry; "accidentally" uses salt water

As you can see for yourself, the Two Guys scale meets all the important standards for rating scales spelled out in the top human resource textbooks, such as it contains both words and numbers. So we're pretty confident it would survive some of the more nit-picky requirements, like reliability and validity for example.

Elated with our progress, I express-mailed the scale to Mark the next day, along with some rather training materials from Elaine's dissertation and the vintage videotapes on effective performance coaching featuring my esteemed colleague **Wally Borman** (which prove that it wasn't 20 years of frozen Minne-snow-ta winters that turned his hair silver). I then called Mark to explain how to use the Two Guys scale to depict the gap between expected and actual performance, the importance of listening to his employees' perspectives on their performance, the benefits of mutually agreeing on performance goals and an improvement plan, and strategies for timely follow-up.

Three days later, he called me back with a progress report. "They really liked the rating scale," he said. "Particularly Stanley, who said he never would have thought up that salt water trick on his own. Which reminds me—don't be surprised when you get Fred's bill for his rare African violet."

We commiserated for a while. Then Mark asked if I had any additional advice. "I subscribe to half a dozen newsletters on how to be a good manager," he told me. "During the past 5 years, there have been more articles on performance management than any other topic. What are cutting edge I-O psychologists doing to help those of us in the management trenches?"

I scanned my memory banks for an answer. What articles on performance appraisal had I read in *JAP* and *Personnel Psychology* recently? What papers were scheduled for the upcoming SIOP conference? Had we responded to the critics outside our profession exhorting us to do research that would lead to better performance management practices? Had we listened to discussants and panelists at SIOP conferences who for more than a decade have been pleading with us to move beyond brain-dead parametric research design

variations on performance appraisal topics of no practical or theoretical interest?

And then I remembered. We had indeed listened to the cries of the prophets; we had indeed discovered performance appraisal topics more worthy of our attention. Eagerly, I shared with my friend the latest, hottest, coolest research on performance appraisal—the research that would enable our field to respond to those accusing us of wandering from our focus on important, applied research.

“Mark, are you familiar with the recent findings on individual difference correlates of self-other rating discrepancies?”

This marks the first in what may or may not be a series of articles on life as an I-O practitioner. The opinions expressed in this article are strictly nobody’s—not even the author’s, and certainly not the editor of TIP. Please direct all complaints and concerns to the TIP editor.

Praise, kudos, and suggestions for future articles can be emailed directly to me at [jmchenry@microsoft.com](mailto:jmchenry@microsoft.com).

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## The NASSP Assessment Center Story

Paul W. Hersey<sup>1</sup>

It all started soon after I joined the National Association for Secondary School Principals (NASSP). I met a very frustrated young man who had been forced into becoming a school principal. He hated the job, but his boss demanded that he continue because he was one of the best teachers in the school. During my travels for several more years, I found the same frustration, replicated again and again in state after state. The implications were obvious! Many people being assigned to key leadership positions in our secondary schools did not possess the proper knowledge, preparation, or desire to be successful on the job. The year was 1975, and it was long past the time when something should have been done about leadership—if schools were to meet the needs of youth in a changing society.

The timing was perfect for the call I received from the chairman of a special “social issues and action” committee of the American Psychological Association’s Division 14. I was asked whether our Association would be interested in experimenting with a leadership selection process called an “assessment center.” After several quick meetings with the Division 14 committee, months of research about the concept, a visit to an AT&T assessment center, and weeks of discussion with the Association and APA leaders, the project was launched. Members from the Division 14 committee (Tom Jeswald, Joel Moses, Hal Hendrick, George Henderson, and Brenda Gurel from APA, were the core group; but others helped) gave willingly of their professional time and expertise to make this national leadership project a reality.

The NASSP Assessment Center was developed in 1975 using 12 generic skill dimensions (important for success in the principalship) that were observed during performance by candidates in certain job-related simulations and activities. After several years of development and pilot testing with personnel from five different local school districts, the assessment process was implemented on a national basis in 1977. The growth of the NASSP center was slow for several years because, even though the information generated by the process seemed to provide valuable information about potentially talented school leaders, many school officials were hesitant to experiment with a process so different and new to them.

However, after Neal Schmitt and a research team from Michigan State University conducted the first criterion-related validation study (1979-81) involving this process, and the positive results were publicly released at a

<sup>1</sup> Paul W. Hersey served as Director of the National Assessment Project from 1975 until his retirement in May, 1995.

national press conference in Washington DC, the project immediately doubled in size.

From 1984 to present, the assessment project achieved spectacular growth!! With more than 20,000 teachers and assistant principals assessed, and more than 10,000 principals, central office administrators, college professors, and others from business and industry trained as assessors, this assessment center project has become one of the largest of its kind throughout the world. Centers have been requested and initiated in more than 35 states and four foreign countries (Australia, Germany, England, and Canada.)

In 1986, the project shifted from an "assessment only" focus to a direction emphasizing "skill development." As a result of past assessment center efforts, and the development of a repository of valuable "skill dimension" information generated by the process, many individuals involved with the centers requested (in fact, demanded) additional skill development in a multitude of leadership areas. As a result of this demand, and with financial assistance from National Philanthropic Foundations, NASSP created 10 different skill development modules in an 8-year period to assist in training principals, teachers, superintendents, and college personnel teaching school administration. By 1995, more than 8,000 school leaders had become involved in these behaviorally oriented development programs. And the number of participants continues to grow.

Booker T. Washington put it this way, "The world cares very little about what a man or woman knows; it is what the man or woman is able to do that counts."

The "special" committee from Division 14 of APA knew what Washington meant! They can take great pride in knowing that their initiative and interest, coupled with NASSP as a willing partner committed to nurturing and implementing the assessment center for school leaders, has contributed greatly to the improvement of school administration throughout this nation and the world.

The President of the United States has recently given educational improvement in this nation the highest priority on his domestic agenda for the next 4 years. The NASSP assessment project (with new and contemporary improvements) continues to have unlimited potential for assisting with this priority, as school leaders for the 21st Century are identified and developed.

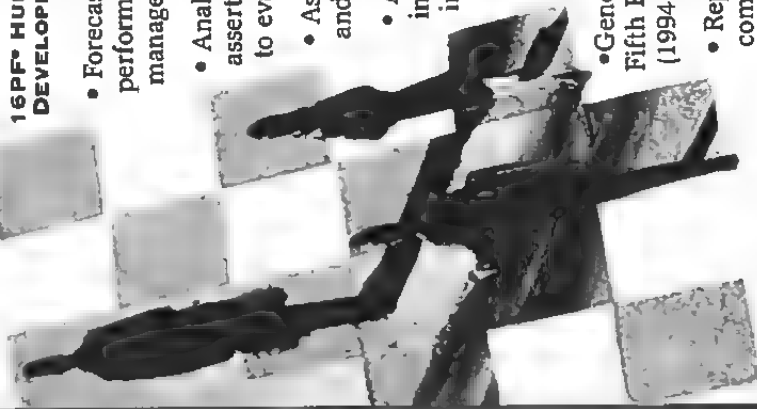
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## Practicing What We Preach: Competency-Based Assessment of Industrial/Organizational Psychology Graduate Students

Herman Aguinis and Kurt Kraiger  
University of Colorado at Denver

Ask any former Industrial/Organizational (I/O) psychology graduate student to reflect on their comprehensive examinations and the response will likely involve sighs, groans, or expletives. Graduate programs in I/O psychology typically implement some type of written or oral comprehensive examination (*comps* or *prelims*; Society for Industrial and Organizational Psychology, 1995) to ensure that future graduates have the necessary knowledge and expertise before graduation. However, for most students, these comprehensive exams are perceived as much as a measure of test anxiety as an assessment of true capability. Moreover, comprehensive examination procedures typically assess knowledge of content, rather than the strategic and competent *implementation* of knowledge. While traditional testing strategies may validly assess these knowledge requirements, they may do little to distinguish future good and poor actual performers.

So, why do we torment our students by putting them through the grueling experience of *taking comps*? Good question. Although most of us would probably never admit it, it seems that in this instance, our methods may justify their madness. We have become creatures of habit with regard to testing and evaluating graduate students. As I/O psychologists, we have the knowledge and expertise to do better.

In this article, we advocate the implementation of a competency-based approach for evaluating I/O psychology graduate students. First, we briefly define and illustrate the concept of competency. Then, we describe a newly implemented competency-based assessment system at the University of Colorado at Denver.

### Competencies: Definition and Benefits

As I/O psychologists, we often recommend that organizations identify competencies necessary for successful job performance (e.g., Kessler, 1995). A competency refers to an individual's *demonstrated* knowledge, skills, or abilities (KSAs; Ulrich, Brockbank, Yueng, & Lake, 1995). Note, however, that competencies go beyond the more traditional KSAs; they are KSAs that are *demonstrated in a job context* influenced by the organizational culture and business environment. The circumstances of the business environment directly influence what and how specific KSAs are demonstrated (Boyatzis,

1982). Moreover, competencies are combinations of KSAs. Traditionally, I/O psychologists have been concerned with distinguishing and separating the KSAs required for effective job performance. At present, however, it is recognized that it is a *cluster of demonstrated* KSAs that defines a competency and makes a real difference for success in each organizational environment (Wisher, 1994). For example, planning can be a competency. This competency would be composed of such skills and activities as setting goals, assessing risks, and developing a sequence of actions to reach the goal (Boyatzis, 1982).

Lawler (1994) eloquently described how organizations need to change their structure, work design, and human resources management practices in order to become more adaptable and to add more value to products and services. I/O psychologists working in organizations have realigned their roles as practitioners to support these changes, as they promote a shift from job-based to competency-based organizations (Lawler, 1994). Accordingly, our comprehensive examination policies in I/O psychology graduate programs must also be realigned. Graduate programs in I/O psychology adopting a competency-based approach to evaluate their students will maximize the chances that graduates will not only have the necessary KSAs, but that they will also be able to implement them in specific work environments (i.e., academic as well as business organizations). In short, real competence involves *proper application* and demonstration of KSAs within a dynamic environment. Because it is the role of a graduate program to train its participants for scholarly activity in a subsequent job environment, it is appropriate to define graduate student competencies in terms of that environment.

Changing our graduate program assessment practices to parallel what we preach to business organizations regarding the adoption of a competency-based approach will demonstrate to organizations that our students possess the competencies necessary for attaining an increasingly elusive competitive advantage. This, too, will add value to our academic programs by narrowing the gap between I/O psychology research and practice (cf. Aguinis & Kraiger, 1996).

In addition, the competency-based approach mirrors a growing trend within educational psychology to link assessment, instruction, and application. Educational researchers have begun to emphasize methods of authentic assessment or portfolio assessment to contextualize evaluation. Authentic assessment refers to the evaluation that requires achievement to be determined by performance or products that interpret, apply, or operationalize knowledge in meaningful situations (Wiggins, 1989). Assessment becomes simultaneous with learning; rather than being a retrospective documentation of learning, evaluation is itself a tool for learning. In contrast to traditional forms of evaluation, methods of authentic or portfolio assessment require that learners apply new concepts to real-world problems, display performance publicly,

work in social contexts to solve problems, and recognize success criteria that mirror real-world complexities.

### Competency-based Assessment of I/O Psychology Graduate Students at the University of Colorado at Denver

The University of Colorado at Denver has an M.A. program in I/O Psychology. The objective of the program is to train individuals to perform psychological research, evaluation, and services in public or private sector organizations. Students also receive state-of-the-art training in theories and methods in I/O psychology, which in turn can prepare them for further (i.e., doctoral level) graduate training. The I/O psychology program at the University of Colorado at Denver has recently designed and implemented a competency-based comprehensive examination (Aguinis & Kraiger, 1997). Nine competencies were defined representing the professional topic areas emphasized in our program. These competencies were drawn from the *Guidelines for the Education and Training at the Master's Level in Industrial/Organizational Psychology* published by the Society for Industrial and Organizational Psychology (1994). Table 1 shows the competencies included in our system as well as the competencies included in the Guidelines (SIOP, 1994). As is shown in Table 1, our competency-based assessment does not include all the competencies listed in the Guidelines (e.g., small group theory and process, organization theory). The competencies chosen to be included in our competency-based assessment system were defined in terms of knowledge and skills necessary for individual accomplishment as an M.A.-level practitioner at the University of Colorado at Denver. Other programs may choose to include a different (i.e., more or less inclusive) list of competencies depending on the goals and areas of emphasis of each program.

Successful demonstration of the competencies may be accomplished through a (a) traditional paper-and-pencil examination, (b) work sample, or (c) project. Students are responsible for selecting their evaluation format for each competency. Thus, through consultation with the program coordinators, students are able to individually determine the process by which they will demonstrate each of the nine competencies. In addition, each student is required to have two committee members evaluate their proposal for demonstration of a competency. The value of this lies in having an internship or project supervisor from the business domain take a more active role in the student's development—adding value to the program as well as their organization. The requirement of choosing evaluation formats for each competency forces students and faculty to create what amounts to an individualized development plan for each student. Each student has an individual evaluation plan which is a living document, modified as they complete competency requirements or choose new evaluation formats.

Table 1

Competencies Included in the Competency-based Assessment System at the University of Colorado at Denver and Competencies Included in the Master's Level Guidelines for the Training of Industrial/Organizational Psychologists (SIOP, 1994)

University of Colorado at Denver	Master's Level Guidelines (SIOP, 1994)
• Ethical, Legal, and Professional Issues	• Ethical, Legal, and Professional Issues
• Univariate Statistics	• Statistical Methods/Data Analysis
• Measurement	• Measurement of Individual Differences
• Criterion Development	• Criterion Theory and Development
• Job Analysis	• Job and Task Analysis
• Performance Appraisal	• Performance Appraisal and Feedback
• Selection	• Employee Selection, Placement, Classification
• Training	• Training Theory, Program Design, Evaluation
• Multivariate Statistics	• Work Motivation
	• Attitude Theory
	• Small Group Theory and Process
	• Organization Theory
	• Organizational Development
	• Research Methods
	Optional (desirable but not essential)
	• Career Development Theory
	• Human Performance/Human Factors
	• Consumer Behavior
	• Compensation and Benefits
	• Industrial and Labor Relations

#### Written Examination

The written examination is offered twice a year, at the beginning of fall and spring semesters. Students have one hour to complete one essay question corresponding to each competency. The questions are focused on specific problems and situations that students need to resolve. Thus, although a student may choose this option to demonstrate one or more of the nine competencies, questions do not emphasize encyclopedic knowledge. Rather, questions focus on the application of knowledge to resolve specific situations.

#### Work Sample

A work sample consists of hands-on experience that demonstrates that students possess knowledge relevant to a specific competency. For example, a thesis or internship project may involve extensive application of univariate and multivariate statistics or the development of a performance appraisal system. Thus, students may fulfill these competency requirements. It is the responsibility of the student to present his/her case that the completion of a work sample meets the stated requirements for demonstrating a specific competency.

### Project

A project is similar to a work sample because it requires that students demonstrate that they possess knowledge relevant to a specific competency and the application of this knowledge. However, a project does not require hands-on work in a "real" project. For example, a project may consist of a written proposal regarding a fictitious organizational intervention, or the statistical analyses and interpretation of a data set already collected and analyzed by a faculty member.

### Summary and Conclusion

As I/O psychologists, we often recommend that organizations make a transition from job-based to competency-based organizations. Likewise, our own educational programs must modify their curricula to reflect this paradigm shift if we wish to produce students prepared to succeed in a highly competitive job market. Ensuring our graduates have a fighting chance in the extremely competitive academic and business job markets requires innovative methods of demonstrating their professional competence. Unfortunately, our academic practices have been lagging the market. We believe that I/O psychology graduate programs should be among the leaders implementing competency-based academic testing and evaluation practices. This format offers several advantages over the traditional methods. First, it is consistent with the current theoretical developments in our profession. Second, it forces students to take a more active role in their own development. Third, the evaluation process occurs within the actual learning context. This focus on experiential learning especially benefits adult learners. Finally, students seem much more receptive to the format. Although we have not yet conducted a quantitative evaluation of the new competency-based system, qualitative illustrations of typical testimonies of students who were asked to judge the competency-based system and compare it to the old written examination format include the following:

- "I can honestly say that being able to fulfill comps by competency-based procedures will have a large effect on my stress level. I like being able to make the attempt at the comp in class or other applied things we are doing. There's nothing to lose—only to gain in completing a comp. Besides, some things are really just beyond paper-and-pencil tests. I learn much more from 'doing' than 'saying'."
- "I do not view the new system with nearly as much trepidation as if it were a series of tests to be taken on one day that would determine whether I passed or failed my graduate career. I do, also, feel that the applied version tests students more thoroughly on the knowledge that they acquired during the graduate program."
- "I definitely think that the new competency-based system is less anxiety producing than the old one. One reason is that we can do it on our

own time, just as long as it is completed by graduation. A conscientious student could theoretically try to plan out the fulfillment of the individual competencies over the 2-year span of the program instead of having a 3 day period of high stress right before graduation."

In short, the new format lessens the anxiety associated with lengthy do-or-die exams and provides students with an added sense of control over the outcome of the evaluation and increases face validity.

In closing, it is our hope that the present article will stimulate further discussions regarding the implementation of competency-based assessment systems in our very own ateliers.

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# ASSISTANT PROFESSOR SOCIAL-ORGANIZATIONAL PSYCHOLOGY TENURE TRACK

**TEACHERS** Teachers College, Columbia University, Department of Organization and Leadership is seeking a social or organizational psychologist with a varied research and social or industrial-organizational background, who will provide leadership in its newly formed Department of Organization and Leadership. The new department, consistent with the College mission, is strongly committed to education across the lifespan, with emphasis on urban, culturally diverse populations. The program offers an M.A. degree in organizational psychology and Ph.D. in social-organizational psychology.

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**Send** CV, a cover letter stating research and teaching interests, at least three letters of reference and copies of scholarly papers to Professor W. Warner Burke, Search Chair, Box 175, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027. Review of applications will begin January 1997 and will continue until the search is successfully completed. Position to commence Fall, 1997.



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## Practice Network Special Edition Directory of I-O Groups

Thomas G. Baker

Feast your eyes on the following 41 I-O, PTC and related groups, consortia, interest associations, Saturday evening bridge clubs and et cetera! Send any missing groups or corrections/updates to Tom Baker at 614-475-7240.

**ABSORB** (Applied Behavioral Sciences Organization woRk Behavior) A group being reestablished in the Minneapolis/St. Paul area. Rebirth is planned; quarterly meetings expected. **Marv Dunnette** or **Rob Schneider** at 612-331-3680. Fax 612-623-7614.

**ASAP** (Atlanta Society of I/O Psychology) Bi-monthly meetings, periodic workshops and a newsletter. E-mail list-serv. About 80 members. **Chuck Lance** at 706-542-3053. Fax 706-542-3275. E-mail clance@uga.cc.uga.edu.

**ASTD** (American Society of Training and Development) The major, national training association. Many local chapters. **ASTD** at 703-683-8100.

**CAPA** (Connecticut Applied Psychology Association) Periodic meetings through the academic year in the Hartford area. Newsletter. **Todd Silverhart** at 860-298-3903. Fax 860-298-3904. E-mail tsilverhart@limra.com.

**Central Florida I/O Interest Group** An informal I-O interest group with infrequent dinner meetings rotating between Tampa Bay and Orlando. About 75 members. **Ed Levine** at 813-974-0459. Fax 813-974-4617.

**CIOP** (Chicago I/O Psychologists, formerly GCAIOP) Four to six half-day seminars/workshops each year and an annual dinner meeting. Newsletter. **Russell Day** at 847-824-4130. Fax 847-824-2702.

**CODESP** (Cooperative Organization for the Development of Employee Selection Procedures) A consortium of classified personnel departments in CA public school districts who meet in Orange or LA counties. Several general membership and training meetings each year. Newsletter. Share test item

data bank. Over 100 members. Jan Klein at 714-847-8203. Fax 714-848-2963.

**COLO-WYO I/O (Colorado-Wyoming Association of I/O Psychologists)**

Meetings three to four times a year to discuss a wide range of I-O topics. Nearly 125 members. Meetings occur along the Front Range, in God's country. E-mail listserv. David Robinson at 303-581-9778. Fax 303-516-9040. E-mail robddr@aol.com.

**Competency Consortium**

Consortia providing a forum for organizations to share competency models, applications, lessons learned and benchmark best practices. Companies must qualify to become members. Mariangela Battista at 212-640-5199. Fax 212-619-9108. E-mail mariangela.battista@aexp.com

**D/FW-OPG (Dallas/Fort Worth Organizational Psychology Group)**

Quarterly meetings on a range of I-O topics. About 65 members. Doug Johnson at 817-565-2680. Fax 817-565-4682. E-mail johnsond@terill.unt.edu.

**EAWOP (European Association of Work and Organizational Psychologists)**

A network of networks linking together I-O groups from several European nations. Newsletter and regular conference. Please update PN if you have good contact information for EAWOP. EAWOP Secretariat at Coosemansstraat 100, 3010 Leuven, Belgium. Fax 32-16-25-7815. Try e-mail to Johannes van Veen at jmvvanveen@sara.nl.

**GCAIOP (Greater Chicago Association of I/O Psychologists)**  
Refer to CIOP.

**GIOP (Gateway I/O Psychologists)**

Bimonthly meetings in the St. Louis area. Newsletter. Mary Suszko at 314-233-2756. Fax 314-233-9767. E-mail msuszko@mdc.com.

**HAIOP (Houston Association of I/O Psychologists)**

Monthly meetings during the academic year. Continuing Education credits. Newsletter. About 80 members. Eric Brown at 713-729-7704. Fax 713-729-4019. E-mail erbst@aol.com.

**HFES (Human Factors and Ergonomics Society)**

5,200 members strong, and in existence since 1957! 50 plus local chapters internationally. Annual meeting usually in October. Monthly newsletter and

two periodicals. Information office at 310-394-1811.

**HRPS (Human Resource Planning Society)**

20-year-old national group for senior HR consultants, academics and Fortune 500 practitioners. 2,500 members. Focus is on HR planning, executive development and change management. Sponsors research. Over a dozen seminars/workshops each year and an annual conference. Quarterly journal and newsletter. 15 local chapters in US. European HR Forum has 150 members. Cyllian Fenty-Waldron at 212-490-6387. Fax 212-682-6851. E-mail hrps@aol.com.

**IPMA (International Personnel Management Association)**

The "SHRM" for public sector HR generalists. 50 local chapters. Diane Skoien at 703-549-7100. Fax 703-684-0948. E-mail dskoien@ipma-hr.org.

**IPMA-Assessment Council**

A subset of IPMA. Focuses on recruitment, selection and assessment issues primarily in the public sector. 600 members. No local chapters. Bi-monthly newsletter. Annual conference. Periodic training workshops. Web presence. Marianne Ernesto at 703-549-7100. Fax 703-684-0948. E-mail memesto@ipma-hr.org.

**ISPI (International Society for Performance Improvement)**

A 35-year-old group of "performance technology" folks. 6,000 members. 82 local chapters in US and abroad. Conferences, workshops, journal. Web presence. These folks take training seriously. Information at 202-408-7969. Fax 202-408-7972. E-mail info@ispi.org.

**MAIOP (Michigan Association of I-O Psychologists)**

Three to four meetings a year in the Detroit area. About 150 members from SE Michigan and Northern Ohio. Todd Sperl at 313-885-4421. Fax 313-885-3704.

**MAPAC (Mid-Atlantic Personnel Assessment Consortium, Inc.)**

An association of mid-Atlantic public sector agencies interested in assessment. Three conferences a year and a newsletter. Around 20 member agencies. Bob Schneider at 717-787-5974 x3539. Fax 717-787-8950. E-mail bob3835@aol.com

**Mayflower Group**

Granddaddy of all consortia. Founded in 1971. Dedicated to employee opinion surveys. Limited membership with a tough qualification process. Two meetings per year. Sam Sequenzia at 402-271-6242. Fax 402-271-4313.



**METRO** (Metropolitan New York Association for Applied Psychology)  
Grandma of all I-O groups. Monthly meetings, newsletter, job listings.  
500-600 members. Contact the Metro Line at 212-539-7593.

**NESAP** (New England Society for Applied Psychologists)  
Informal group of monthly senior psychologists open to new blood.  
About two dozen members. Two meetings per year in the Newton/Boston  
area. Twice-yearly newsletter. Robert Berk at 617-965-9696. Fax 617-965-  
9692.

**Northwest Conversations**  
An informal association of assessment professionals in the Pacific North-  
west. Mighty nifty annual 2-day conference in Seattle. 80-100 members.  
Leta Danielson at 360-753-5387. Fax 360-586-1346. E-mail letad@dop.  
wa.gov.

**OH-IO** (Ohio I-O Psychologists)  
A not-yet fully born group struggling to come alive in central Ohio. Three  
to four evening meetings planned per year. Want to qualify to grant CE  
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**ODN** (Organization Development Network)  
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**Performance America**  
New learning network to assist in assessing and improving Government  
performance. Similar to the Mayflower Group in goals and objectives. Cur-  
rent members include federal, state and local government agencies. Quarterly  
meetings, initially in DC. David Dye at 202-606-3742. Fax 202-606-1399.  
E-mail dadye@opm.gov.

**PTC/A** (Personnel Testing Council of Arizona)  
Quarterly workshops in the Phoenix area and a newsletter. Vicki Pack-  
man at 602-236-8731. Fax 602-236-8706. E-mail vspackma@srp.gov.

**PTC/MW** (Personnel Testing Council of Metropolitan Washington)  
Monthly meetings, semi-annual conferences and an excellent newsletter.  
Bev Dugan at 703-706-5681. Fax 703-549-9025. E-mail bdugan@mail.  
humro.org.

**PTC/NC** (Personnel Testing Council of Northern California)  
Monthly meetings rotating between the Bay area and Sacramento, spring  
conference and a newsletter. Periodic training workshops. Mike Willinganz  
at 916-732-6051. Fax 916-732-6412. E-mail mwilling@smud.org.

**PTC/SC** (Personnel Testing Council of Southern California)  
Monthly meetings, dynamic bi-annual conferences and a newsletter. Pe-  
riodic research meetings and workshops. Between 200-300 members. Kris-  
tine Smith at 909-387-6086. Fax 909-387-5609. E-mail ksmith@  
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**PSCF** (Personnel Selection Council of Florida)  
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**PTC/South Florida**: Linsay Craig (407) 355-4994.

**PTC/UNY** (Personnel Testing Council of Upstate New York)  
Informal bi-monthly luncheons rotating between Rochester and Buffalo.  
Nancy Abrams at 716-425-4273. Fax 716-425-8098.

**PSAIOF** (Puget Sound Association of I-O Psychologists)  
Four-year-old group with over 50 members in the Seattle area. Quarterly  
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**SCPMA** (Southern California Personnel Management Association)  
Monthly meetings in LA or Orange County area. Spring conference.  
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714-536-5491. Fax 714-374-1571.

**SIOP**  
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**SHRM** (Society for Human Resource Management)  
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**SPIM** (Society of Psychologists in Management)  
National group dedicated to the needs of the psychologist-manager. An-

nual mid-winter meeting. Informal meeting each August at APA national convention. Newsletter and an upcoming journal. About 250 members. Ann Howard at 201-894-5289. Fax 201-569-8753. E-mail 73530.2377@compuserve.com.

#### TIOP (Texas I-O Psychologists)

An organization serving the needs of I-O psychologists across the state of Texas. About 65 members. Sponsors workshops twice a year in conjunction with Texas Psychological Association conferences. John Dyck at 713-739-7000. Fax 713-739-1220.

#### Upward Feedback Forum

Consortia dedicated to the issues relating to the development and implementation of upward/360 degree feedback processes. Qualification process to become a member company; open to large organizations with active multi-rater systems. Two meetings per year. Dave Bracken at 404-527-4730. Fax 404-523-0739. Carol Timmreck at 713-241-0299. Fax 713-241-0766. E-mail cwt@shellus.com.

#### WRIB (Western Regional Item Bank)

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**WRIPAC** (Western Regional Intergovernmental Personnel Assessment Council) A consortium of public sector agencies in CA, NV and AZ with an interest in assessment. Three meetings a year. Job analysis tool, video training tapes and monograph series. Newsletter, too. T.R. Lin at 213-743-3532. Fax 213-748-2390. E-mail trlin@aol.com.

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## IOTAS

Michael D. Coovert

Wow, as I pull together this issue of TIP, I find it hard to believe that it marks the end of my second year as editor. As the saying goes "Time flies when your having fun!" and time sure has been flying!

The special January 1997 issue of TIP was enthusiastically received. I heard from so many members who found the reading fascinating. My thanks again to all who contributed to that issue. Ray Katzell has since provided the names of the 1959-60 Division 14 Executive Committee shown in the photograph on page 73 of that issue. Here they are: seated, front row, (left to right)—Robert Selover, John Rappertlie, Joseph Tiffin, Orlo Crissey, Raymond Katzell; standing (left to right) - Donald Baier, Allyn Munger, Joseph Moore, Brent Baxter, Robert Finkle, Erwin Taylor, Joseph Weitz, Ross Stagner, Herbert Meyer.

Jack Parrish has filled in some of the early history of TIP. During Orlo Crissey's term in 1962, a Special Interest Activities Committee was created as an ad hoc committee, initially chaired by Philip Ash and subsequently by Jack in the second year. The purpose of the committee was to conduct a survey of Division 14 membership to assess communication and programming needs. A survey was developed and mailed to members. Results indicated a need for a newsletter and expanded offering of workshops. The following year TIP was created with Bob Perloff as editor. Following Jack's term, the chairmanship was passed to Jim Keenan. It was during his tenure that the executive committee made TIP a standing committee.

You might be interested to know that Kevin Murphy will also be publishing some special articles in JAP as part of the 50th anniversary celebration. Look for the articles around August.

This TIP contains many pieces that I believe you will find quite interesting. We introduce a new continuing column, *International Forum*, written by Dirk Steiner. Dirk has moved to France and will be writing about the science and practice of I/O from an international perspective. Contact him with your ex-patriot experiences and/or ideas for a column.

Back a home Jim Sharf brings us up to date on the California Civil Rights Initiative (Proposition 209) which prohibits discrimination against, or the *granting of preference to* an individual or group. Following Jim's update is a perspective on curing organizational racism, from Ed Locke.

The society's journey into cyberspace continues with five articles related to technology issues. Jason Weiss and Phil Kraiger give us an overview of computer-based training; Bob Most and Bruce Avalio present their vision for I/O in the Web age; Karen May considers changes related to career development for the 21st century; Art Bedeian and Hubert Feldt ar-

gue for concerns related to placing credentials on the Web; and finally there is an announcement for IOINTER, a listserv that is a vehicle for I/O students to share ideas and internship experiences.

Be sure and check out the many committee reports in this issue. These document the extraordinary work being done on our behalf by the members of our hard-working committees. Among those reporting are Adrienne Colella who presents current award winners and also announces two new society awards—*The M. Scott Myers Award for Applied Research in the Workplace* and *The William A. Owens Scholarly Contribution Award*. Laura Koppes updates us on the Golden Anniversary Celebration festivities planned for SIOP and APA.

I have to tell you, Jeff McHenry is one funny guy—who really knows his BARS. If you don't know Jeff ... or if you thought you did, check out his *Just Practicing* article. You won't be disappointed.

Several additional compositions complete this issue, including contributions from the editorial board members and other features as well. Paul Hersey describes the history of the Assessment Center that SIOP gave to the National Association of Secondary School Principals, and Herman Aguinis and Kurt Kraiger present a case for competency-based graduate education. Finally, Tom Baker provides a directory of local I/O interest groups.

A special thanks to Ray Katzell for his coordinating with Albert Thompson to write the obituary for Morris S. Viteles. Albert was a student and life long friend of Viteles.

### People on the move ...

Gary Carter (garyc@pdi-corp.com) and Jay Silva (jays@pdi-corp.com) have joined PDRI as Research Scientists in Arlington VA.

Adrienne Colella and Angelo DeNisi will be moving this summer from Rutgers University to the Department of Management at Texas A&M University.

Dave Dorsey has accepted a position with AIR Washington D.C.

Scott Highhouse moved from IUPUI to join the faculty at Bowling Green State University. Michael Ziekar, from the University of Illinois, also joined the BGSU faculty. Dennis Devine from Michigan State is going to IUPUI.

Laura L. Koppes was promoted to the Ralph W. Ketner Chair of the School of Business, Tri-State University, Angola, Indiana.

Pat Marshall (914-696-4700) has joined Sirota Consulting as a Senior Consultant. Pat is also the secretary for METRO.

Nathan J. Mondragon (307-721-5888) has left Aon Consulting and joined Aspen Tree Software as Director of Research and Measurement.

**David Arnold** has been appointed as the 1997 Chairperson of the American Psychological Association's Committee on Legal Issues.

**Russell Barcelona's** new firm is called Hyde & Lichter, Inc.

**Mortimer R. Feinberg** was awarded an Honorary Doctorate of Aviation Business Administration by Embry-Riddle Aeronautical University. CONGRATULATIONS!

**Fred Frank** wants us to know that ESS has been acquired by the RJA group. Fred can give you the details at 407-875-1102.

**Bernard Reynolds** is opening a new office of ASI on Long Island, and **Carl Greenberg** will be heading a new ASI office in St. Louis.

**Doug Soat** (608-756-1700) has published the book: *Managing Engineers and Technical Employees: How to Attract, Motivate, and Retain Excellent People*.

**David Vale** tells me that ITC has launched the Cogent Testing Network. For information contact Ken Lane at 800-786-3926.

I thank **Lori Foster** and **Dave Dorsey** for their help with this issue of TIP.

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## International Forum: Introduction to a New TIP Feature

**Dirk D. Steiner**  
**Université de Nice-Sophia Antipolis**

As you may have read in the last issue of TIP, I have moved out of the U.S. and accepted a permanent position as Professeur at the Université de Nice, France. I thought that my European vantage might give me the opportunity to start this column, which will be a regular feature in TIP, for colleagues around the world. I will be asking non-Americans as well as Americans who are working abroad to contribute to the column. Their contributions will take a variety of perspectives, but they will potentially introduce themselves, present their work in I/O Psychology as it takes place outside of the U.S., discuss the position of I/O Psychology in their countries, provide information about internationally-oriented conventions, and/or propose areas of collaboration in research. If you would like to write a column or suggest an individual for a column, please inform me—my e-mail address and other possibilities for communicating with me appear at the end of the column.

The first column or two will most likely show a heavy European influence, but I hope that we will find contributors from around the globe. In this first column, I will describe my own experiences as I currently understand them. My work context has changed radically, and as of yet I do not have a complete grasp of the system or my role in it. In the next issue, I have asked **Claude Louche**, Professeur de Psychologie du Travail at the Université de Montpellier, to describe more generally the situation in France. He is very involved in some new developments in our field in France, so he will be able to give SIOP members a clear picture of the French scene.

Some of you may know that I have tried to incorporate my interests in France and in I/O Psychology for a long time. As a graduate student at Penn State, I was awarded a research grant from the French government that allowed me to spend a year in Paris collecting data. Then, while I was on the faculty at LSU, I had the opportunity to participate in an exchange program in which I spent a year (1993-94) at the Université de Provence (Aix-en-Provence) teaching and conducting research. Finally, I was recruited for the position I now hold at the Université de Nice, where I began working in Fall, 1996. My duties, as I currently understand them, are much like they are in American universities. I teach the equivalent of undergraduate and graduate courses, conduct research, and have administrative responsibilities. Here, I/O Psychology is typically grouped with social psychology, and there are undoubtedly far more social psychologists in the universities than I/O psychologists. I am part of a research group in social psychology, headed by Professeur **Jean-Léon Beauvois**.

Conducting research in France has had an influence on at least one of the themes of my research. If you know anything about hiring practices in France, you probably know about the widespread use of graphology here. Several surveys attest to this widespread use and to the uniqueness of France in this regard (Bruchon-Schweitzer & Ferrieux, 1991; Shackleton & Newell, 1991), and researchers have been unable to explain to any great degree why this technique is widely used. Its nonvalidity is not unknown, at least to researchers in psychology here. Before spending the exchange year in Aix-en-Provence, I started planning a research project with one of my LSU colleagues, Stephen Gilliland. Some authors had proposed that the acceptability of graphology by candidates was a possible reason for this widespread use. This hypothesis suggested the applicability of research in organizational justice to me, hence the marriage of my interests with those of Stephen was fruitful for generating ideas. We designed a study which appeared in *JAP* in 1996 (Steiner & Gilliland, 1996). To cite one of the results, we didn't find that graphology was particularly accepted in our sample. I believe now that the use of graphology here has much more to do with a large number of graphologists who are quite successful at selling their services at low rates. I continue to find that organizational justice issues, and in particular as applied to selection practices, provide a rich research domain in France and cross-culturally. I am currently pursuing some ideas that resulted from the *JAP* piece I mentioned earlier. Stephen Gilliland and I have several follow-up projects in progress. We are interested for example in the possibility of describing selection techniques differently to candidates, emphasizing different aspects of procedural justice, to see if we can modify perceptions of fairness. Our previous results suggested that we might have to use different justice dimensions in different cultures to succeed at modifying these perceptions. I also hope to be able to study the decision-maker's perceptions of different selection techniques in comparison with those of job applicants. Again, it would appear interesting to understand how to modify these decision-makers' perceptions of the various techniques. In general, these ideas are concerned with how to encourage application of the knowledge we have based on research in I/O, a theme that I think is interesting from a U.S. perspective as well.

I will keep you updated on the situation in France, and let you know more about my job when I understand it more completely. In the meantime, please suggest contributors to this column (maybe yourself), and send your comments to me by the means you find most practical. Address correspondence to: Dirk Steiner, Faculté des Lettres, Arts, et Sciences Humaines, Université de Nice-Sophia Antipolis, 98, boulevard Edouard Herriot, 06204 Nice Cedex 3, FRANCE. Fax to: (33)493.37.55.36. E-mail: steiner@unice.fr.

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## Affirmative Action: A Review of Psychological and Behavioral Research by

David A. Kravitz, David A. Harrison,  
Marlene E. Turner, Edward L. Levine,  
Wanda Chaves, Michael T. Brannick,  
Donna L. Denning, Craig J. Russell,  
Maureen A. Conard

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# The Clinton Administration's Opposition to the California Civil Rights Initiative Argues for Affirmative Action Status Quo

James C. Sharf, Ph.D.  
Aon Consulting

The California Civil Rights Initiative (CCRI, also known as "Proposition 209") is an amendment to the California State Constitution. On November 5, 1996, CCRI was approved by 54% of California voters including 27% of blacks and majorities of Asian Americans and white women. Proposition 209 states:

The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

On November 6, a coalition of civil rights and other groups defending affirmative action sought a restraining order in Federal District Court in San Francisco. On November 27, Judge Thelton E. Henderson issued the restraining order against the CCRI followed by a preliminary injunction on December 23. The effect of the injunction was to preserve the status quo—thus upholding the implementation of state-funded preferential programs in California. On January 3, the CCRI authors and intervenor proponents seeking to prohibit preferential treatment joined the state of California in appealing Judge Henderson's injunction.

Judge Henderson was of the opinion that there is a "strong probability" that the CCRI violates the equal protection clause of the Fourteenth Amendment because certain classes of citizens (minorities and women) would be burdened by the CCRI in having to achieve passage of a ballot initiative placed before the voters of California in order to overturn the CCRI.

Keep in mind that the CCRI was the first time anywhere that citizens were given an opportunity to vote on the merits of voluntary affirmative action. California voters rejected preferences by a margin of nearly 800,000 votes—a precedent that threatens contemporary affirmative action.

Remember that even though voters have previously been unable to vote on preferences, contemporary affirmative action has nevertheless grown out of presidential Executive Orders, enforcement agency interpretations, and court precedents such as Judge Henderson's opinion upholding preferential treatment.

True, the legislative branch has been a player. Still unclear, however, is the legality of *voluntary preferences*. Case in point: The Civil Rights Act of

1964 defined affirmative action as a prerogative of the court upon the court's finding of disparate treatment:

(Sec. 706(g)(1)) *If the court finds that the respondent has intentionally engaged in or is intentionally engaging in an unlawful employment practice charged in the complaint, the court may enjoin the respondent from engaging in such unlawful employment practice, and order such affirmative action as may be appropriate, which may include...hiring...or any other equitable relief as the court deems appropriate.*

More recently, the Civil Rights Act of 1991 continues to beg the question of the lawfulness of voluntary preferential treatment with the following language:

Sec. 116. Lawful Court-ordered remedies, affirmative action, and conciliation agreements not affected.

Nothing in the amendments made by this title shall be construed to affect court-ordered remedies, affirmative action, or conciliation agreements, that are in accordance with the law.

Contrast Section 116 above with Section 107 of the CRA of '91:

Sec. 107. Clarifying prohibition against impermissible consideration of race, color, religion, sex, or national origin in employment practices. (m) Except as otherwise provided in this title, an unlawful employment practice is established when the complaining party demonstrates that race, color, religion, sex, or national origin was a motivating factor for any employment practice, even though other factors also motivated the practice.

#### Department of Justice argues for the status quo

The Justice Department will represent the Clinton Administration's views supporting affirmative action and opposing Proposition 209 in inevitable appeals before the Ninth Circuit Court of Appeals and very possibly before the Supreme Court. According to Attorney General Janet Reno in January:

(W)e think California's Proposition 209, which establishes a sweeping ban on affirmative action in the state, is both unconstitutional and bad policy... By singling out race and gender (as a) distortion to the ordinary political process, Proposition 209 denies equal protection of the laws. A federal judge just enjoined the state from implementing the California initiative. We agree with the court, and the Department of Justice will defend that decision.

(E)fforts in Congress to curtail affirmation action by the federal government are (also) misguided and counterproductive. The Justice Department, in light of the Adarand decision, is already making certain that federal programs now in place are fair and flexible, and meet the constitutional standard... (W)hen affirmative action is done right, there are no quotas, there are no preferences for the unqualified, and the programs end

when their objectives have been achieved (*Daily Labor Report*, #11, Jan. 16, 1997, E-3).

Because the author has regularly looked to California as a leading indicator of trends including public policy, the Clinton Administration's amicus argument for the status quo upholding affirmative action has been reproduced below so that we can all follow round one of the bidding.

#### In the U.S. Court of Appeals for the Ninth Circuit.

*Coalition for Economic Equity, et al., v. Pete Wilson, et al.*

**Brief for the United States as amicus curiae in opposition to the motion for stay pending appeal.**

This case involves a constitutional challenge to California's Proposition 209, which generally prohibits race- and gender-conscious affirmative action by state and local officials. The district court entered a preliminary injunction to preserve the status quo pending consideration of plaintiffs' claims on the merits. The Court's order prohibits state and local officials from implementing Proposition 209 by eliminating affirmative action programs across the board.

Intervenor seeks a stay that would alter the status quo and cause Proposition 209 to become immediately enforceable. To obtain a stay, intervenor must establish a likelihood that the district court abused its discretion in reaching the result it did.

Intervenor cannot satisfy that standard here. The district court properly concluded that the Supreme Court's decisions in *Hunter v. Erickson*, and *Washington v. Seattle School District No. 1* (that) a state may not "place unusual burdens on the ability of racial (or gender) groups to enact legislation specifically designed to overcome the 'special condition of prejudice'." *Hunter* and *Seattle* prohibit states from singling out such legislation for uniquely burdensome treatment in the political process "by lodging decision-making authority over the question at a new and remote level of government." Proposition 209, like the ballot initiative invalidated in *Seattle*, singles out measures designed to overcome prejudice for unique and burdensome treatment. Women and minorities seeking narrowly tailored affirmative action programs to respond to discrimination in California must now obtain a state constitutional amendment first, while those seeking preferential treatment on any number of other bases may do so through ordinary state and local political processes. This disparate allocation of burdens violates the equal protection principles set forth in *Hunter* and *Seattle*.

The district court's decision does *not* mandate affirmative action or require its use by any level of government in California. To the contrary, under the terms of that ruling and the *Seattle* decision on which it is based, units of state

and local government are free to decide for themselves, through their normal political process, whether affirmative action is appropriate as a matter of law and policy, and to implement lawful affirmative action programs or repeal them. What the preliminary injunction prohibits, consistent with governing Supreme Court precedent, is Proposition 209's placement of minority groups and women at a unique disadvantage in the state's political structure. The district court surely did not abuse its discretion in maintaining the status quo pending consideration of plaintiff's claims, and this Court ought not alter that status quo by granting a stay.

### Interest of the United States

This case involves a constitutional challenge to California's Proposition 209, which was approved in a statewide referendum on November 5, 1996. Proposition 209 adds a new section to the state constitution: "(t)he state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting." Proposition 209 defines "state" broadly to include any political subdivision or government instrumentally within California; the definition specifically identifies local governments, public institutions of higher education, and school districts as among the entities included within the definition. The proposition applies prospectively only and specifically exempts pre-existing court orders and consent decrees. It also exempts "action which must be taken to establish or maintain eligibility for any federal program," where ineligibility would result in a loss of federal funds to the state.

On November 6, 1996, a group of plaintiffs filed suit in the U.S. District Court for the Northern District of California to challenge the constitutionality of Proposition 209. Plaintiffs contend that Proposition 209 violates the Equal Protection Clause by placing a special burden on the ability of women and minorities to obtain beneficial programs through political process. They also contend that the proposition is preempted by federal law because it prohibits voluntary affirmative action efforts. The district court granted a temporary restraining order on November 27, 1996.

On December 23, 1996, the district court entered a preliminary injunction barring enforcement of Proposition 209 pending a trial on the merits. The court found that injunctive relief was necessary to protect the plaintiff class from irreparable injury. The court also concluded that plaintiffs had established a probability of success on their claim "that Proposition 209 denies them the equal protection of the laws by removing the authority to redress racial and gender problems—and only those problems—to a new and remote level of government, thereby singling out the interest of minorities and women for a special political burden." In addition, the district court ruled that

plaintiffs were likely to succeed in their preemption challenge to Proposition 209's ban on affirmative action in employment on the ground that the initiative conflicted with Congress's intent "to protect employers' discretion to utilize race- and gender-conscious affirmative action as a method of complying with their obligations under Title VII." The court found that plaintiffs had failed to establish a likelihood of success on their other preemption claims, however. Accordingly, the court issued an order barring the defendants "from implementing or enforcing Proposition 209 insofar as said amendment to the Constitution of the State of California purports to prohibit or affect affirmative action programs in public employment, public education or public contracting."

### Standard For Granting A Stay: Argument I

#### Intervenor Has Not Made a "Strong Showing" That It Is Likely to Succeed in Establishing that the District Court Abused its Discretion

This appeal involves the district court's entry, a preliminary injunction that preserves the status quo pending adjudication of plaintiffs' constitutional and statutory challenges to Proposition 209. Accordingly, intervenor faces a heavy burden in seeking a stay. Because the issue on appeal is not whether the district court's legal rulings were correct but simply whether those rulings constituted an abuse of discretion, intervenor cannot obtain a stay simply by showing that it is likely to succeed on the merits of the underlying litigation... To obtain a stay, intervenor must demonstrate that it is likely to succeed in showing that the district court abused its discretion in finding plaintiffs' claims sufficiently meritorious to warrant maintenance of the status quo. Intervenor must show that the district court did not even "get the law right"—that is, that it did not even apply the correct legal standards. Here the district court plainly "got the law right." It correctly concluded that *Hunter v. Erickson* and *Washington v. Seattle School District No. 1* provided the legal standards that govern this case. The court also correctly applied those precedents. Intervenor has not made a "strong showing" that the district court abused its discretion.

A. *Hunter v. Erickson* and *Washington v. Seattle School District No. 1* Prohibit A State From Singling Out Racial And Gender Issues For Special Treatment In The Political Process And Thereby Imposing Unusual Burdens On The Ability Of Minorities And Women To Overcome The 'Special Condition' Of Prejudice

1. The Fourteenth Amendment prohibits a state from "denying to any person within its jurisdiction the equal protection of the laws." Under the Equal Protection Clause, state action is invalid if on its face it invidiously classifies on the basis of race or gender. Even facially race- or gender-neutral

state action violates the clause if it arises from an invidiously discriminatory motivation.

But these prohibitions do not exhaust the Fourteenth Amendment's safeguards. The Supreme Court has recognized that the right to 'equal protection under the laws' necessarily requires that minorities and women retain equal access to the ordinary political process to obtain the 'protection' of laws against discrimination and its effects... (fn5 *Seattle* and *Hunter* dealt with enactments placing burdens on racial and religious minorities, not women. But the same analysis applies in the gender context. The Supreme Court has made clear that women have the same right of access to 'our democratic processes' as do racial minorities.) A state therefore may not "allocate governmental power nonneutrally, by explicitly using the *racial* (or gender) nature of a decision to determine the decision-making process." *Seattle*, 458 U.S. at 470. This is true even if the state formally treats men and women and members of all racial groups identically. The Equal Protection Clause "reaches 'a political structure that treats all individuals as equals,' yet more subtly distorts governmental processes in such a way as to place special burdens on the ability of minority groups to achieve beneficial legislation."

A State enactment that limits the ability of minorities and women to obtain measures responding to prejudice through ordinary political means is thus particularly questionable under the Equal Protection Clause. While a state is free under the Fourteenth Amendment to decline to pass beneficial legislation such as affirmative action—and a state is free to repeal such programs after it has enacted them—it may not remove those questions from the normal political process and thereby place a special burden on people seeking to overcome discrimination. As the Court has explained, "when the State's allocation of power places unusual burdens on the ability of racial groups to enact legislation specifically designed to overcome the 'special condition' of prejudice, the governmental action seriously 'curtails the operation of those political processes ordinarily to be relied upon to protect minorities.' *Seattle*. Such state action 'inevitably raises dangers of impermissible motivation.' Like a facial racial classification, it is 'inherently suspect.'"

2. The Supreme Court has applied these principles in two cases that apply directly here. In *Hunter v. Erickson*, the Court invalidated Section 137, an amendment to the Akron, Ohio, city charter. Section 137 provided that any ordinance regulating housing transactions 'on the basis of race, color, religion, national origin or ancestry' would be invalid unless approved by a majority in a citywide referendum. In striking down Section 137, the Court noted that the amendment did more than simply repeal the city's existing fair housing ordinance; it "also required the approval of the electors before any future ordinance could take effect." Section 137 thus singled out proposed antidiscrimination measures for uniquely onerous treatment in the political process. While "those who sought, or would benefit from, most ordinances

regulating the real property market remained subject to the general rule" requiring only a vote of the city council, those who sought antidiscrimination laws "must run the gauntlet."

The *Hunter* Court considered it of no moment that the charter amendment "drew no distinctions among racial and religious groups" subjected "Negroes and whites, Jews and Catholics...to the same requirements if there is housing discrimination against them which they wish to end." For Section 137 "nevertheless disadvantaged those who would benefit from laws barring racial, religious, or ancestral discriminations as against those who would bar other discriminations or who would otherwise regulate the real estate market in their favor." And "although the law on its fact treated Negro and white, Jew and gentile in an identical manner, the reality is that the law's impact (fell) on the minority," for non-minorities were unlikely to need legislative protection against discrimination. The Court therefore concluded that "(Section) 137 placed special burdens on racial minorities within the governmental process. This is no more permissible than denying them the vote, on an equal basis with others." While the city was under no constitutional obligation to enact an antidiscrimination ordinance, it could not place unusual obstacles in the path of people lobbying for such an enactment.

*Hunter* thus established that "the equal protection of the laws" requires state governments to leave their ordinary lawmaking processes open on an equal basis to those who seek the "protection" of laws preventing discrimination against them. In *Seattle*, the Court made clear that the ordinary political process must similarly remain open to those who seek the "protection" of affirmative state action designed to overcome the effects of discrimination—even if that action is itself race-conscious. *Seattle* involved Initiative 350, a Washington state measure that barred school districts from voluntarily enacting mandatory busing programs to overcome de facto school desegregation. In evaluating the constitutionality of Initiative 350, the Court read its decision in *Hunter* as establishing "a simple but central principle." *Seattle*:

(T)he political majority may generally restructure the political process to place obstacles in the path of everyone seeking to secure the benefits of governmental action. But a different analysis is required, by explicitly using the *racial* nature of a decision to determine the decision-making process.

Applying that principle, the Court held Initiative 350 invalid, because "it uses the racial nature of an issue to define the governmental decision-making structure, and thus imposes substantial and unique burdens on racial minorities."

The Court engaged in a two-step analysis. First, the Court concluded that Initiative 350 singled out racial issues for special treatment. The initiative's text "nowhere mentioned 'race' or 'integration'." It simply enacted a general ban on mandatory busing in public schools. But because Initiative 350 con-

tained numerous exceptions, the Court concluded that it effectively permitted busing for any purpose other than racial integration. In practice, it would only affect busing for racial purposes. And while not all African-Americans opposed the initiative—and not all whites supported it—the Court concluded that integration “inures primarily to the benefit of the minority, and is designed for that purpose.”

Second, the Court held that the practical effect of Initiative 350 is to work a reallocation of power of the kind considered in *Hunter*:

The initiative removes the authority to address a racial problem—and only a racial problem—from the existing decision-making body, in such a way as to burden minority interests. Those favoring the elimination of *de facto* school segregation now must seek relief from the state legislature, or from the state-wide electorate. Yet authority over all other student assignment decisions, as well as over most other areas of educational policy, remains vested in the local school board.

Because the Constitution does not mandate a remedy for *de facto* school segregation, the Court stressed that Washington was free to repeal any busing programs the state itself had enacted to address that problem...(T)he state may not “burden all future attempts to integrate Washington schools in districts throughout the State, by lodging decision-making authority over the question at a new and remote level of government.” *Seattle*.

3. *Hunter* and *Seattle* establish a basic rule of equal protection. States are free to *repeal* measures they adopt to overcome discrimination—including affirmative action—so long as those measures are not themselves required by federal law. But states may not go further and single out racial and gender issues for unique treatment in the political process, where that treatment effectively places a special burden on minorities and women by requiring them to repair to a new and more remote level of government before obtaining “legislation specifically designed to overcome the ‘special condition’ of prejudice.” In such a case, the majority has not merely won a political battle; it has altered the rules for all future political battles and thereby impermissibly entrenched its power. It has denied “the equal protection of the laws” by limiting the opportunity for minorities and women to seek the “protection” of meaningful responses to discrimination.

B. The District Court Did Not Abuse Its Discretion In Finding *Hunter* and *Seattle* Controlling Here

In ruling that the plaintiffs had established a likelihood of success on the constitutional issue, the district court properly recognized that “the *Seattle* opinion sets out the framework for analysis.” (T)hat recognition alone would be sufficient to uphold the preliminary injunction. It is certainly sufficient to warrant denial of a stay. Intervenor has not demonstrated a likelihood of success in showing that the district court abused its discretion in applying *Hunter* and *Seattle*. Under a straightforward application of those precedents, Propo-

sition 209 is unconstitutional because it singles out racial and gender issues for unique treatment in the political process and thereby burdens the enactment of legislation designed to overcome prejudice.

1. As a formal matter, Proposition 209 appears simply to require race- and gender-neutrality in government programs. But the district court properly “looked beyond the plain language of the measure in question and inquired whether, ‘in reality,’ the burden imposed by (the) arrangement necessarily falls on the minority.” *Seattle*. While Proposition 209, like the measures invalidated in *Seattle* and *Hunter*, “on its face treats Negro and white, (male and female) in an identical manner, the reality is that the law’s impact falls on... minori(ies)” and women. *Hunter*. Despite its general language, the only meaningful impact of Proposition 209 will fall on narrowly tailored affirmative action programs that promote the inclusion of qualified minorities and women. As the district court found, “the primary practical effect of Proposition 209 is to eliminate existing governmental race- and gender-conscious affirmative action programs in contracting, education, and employment and prohibit their creation in the future, while leaving governmental entities free to employ preferences based on any criteria other than race or gender.” The state could not identify “a single existing program, other than race- and gender-conscious affirmative action programs, that would be affected by Proposition 209.” But “all parties concede” that it “will prohibit race- and gender-conscious affirmative action efforts.”

Proposition 209 is thus precisely targeted at “legislation specifically designed to overcome the ‘special condition’ of prejudice.” *Seattle*. Even before Proposition 209, both race- and gender-conscious state affirmative action programs were required to satisfy rigorous constitutional scrutiny. Such programs are generally lawful only where they respond to historic or present exclusion. See, for example., *City of Richmond v. Croson*. In *Adarand Constructors v. Peña*, the Court emphasized that race-based action would survive strict scrutiny if it was narrowly tailored to eliminate the effects of discrimination. The Court reasoned that “(t)he unhappy persistence of both the practice and the lingering effects of racial discrimination against minority groups in this country is an unfortunate reality, and government is not disqualified from acting in response to it.” *Adarand*. (fn6). In addition to the interest in addressing past discrimination, states also have a compelling interest in achieving diversity in certain circumstances. See *Bakke*.

Affirmative action programs that satisfy these rigorous standards are an important means of eradicating discrimination and its effects. Thus, while not all minorities and women favor affirmative action, it “inures primarily to the (ir.) benefit” and “is designed for that purpose.” *Seattle*. Because the only practical effect of Proposition 209 falls on affirmative action programs that are justified by a compelling predicate, the initiative eliminates an important response to “the ‘special condition’ of prejudice.” *Seattle*.



2. Although affirmative action is an important means of overcoming discrimination, states are generally free to decide whether or not to adopt affirmative action programs—just as they are free to decide whether or not to adopt antidiscrimination laws or race-conscious busing plans. States are also generally free to repeal affirmative action programs they have enacted. By enacting Proposition 209, however, California has done more than simply repeal its existing programs. Not only does Proposition 209 single out programs designed to overcome prejudice, it also effectively limits the access of minorities and women—the primary beneficiaries of affirmative action—to the levers of government. It does so by “lodging decision-making authority over (affirmative action programs) at a new and remote level of government.” *Seattle*.

Prior to the passage of Proposition 209, minorities and women who sought narrowly tailored race- or gender-conscious relief to overcome the effects of discrimination were free to lobby their city council or school board for that relief. Under Proposition 209, that has all changed. Now “women and minorities who wish to petition their government for race- or gender-conscious remedial programs face a considerably more daunting burden.” Instead of obtaining relief through the political processes of their local government or school district, or even the state legislature, women and minorities seeking lawful and constitutional affirmative action programs must undertake the extraordinarily difficult step of amending the state constitution. In contrast, persons seeking other kinds of special consideration can simply do so through the normal administrative, legislative, and judicial processes. Many of the forms of preferential treatment Proposition 209 does not meet—such as preferences based on veteran’s status or residency in employment and alumni or athletic preferences in state universities—are not designed to respond to instances of discrimination. Thus, the initiative imposes significant barriers to the enactment of important responses to discrimination, while leaving other preference schemes wholly untouched. In this respect, Proposition 209 cannot be distinguished from the enactment rejected in *Seattle*. Like Initiative 350, Proposition 209 effectively distorts the political process for minorities and women only.

(fn 7. Intervenor contends that the district court’s analysis would invalidate state Equal Rights Amendments or any other state-law requirement subjecting gender classifications to strict scrutiny. For the same reasons explained in the text, that is incorrect. Proposition 209 is infirm because it places unusual burdens on women and minorities in obtaining “legislation specifically designed to overcome the ‘special condition’ of prejudice.” A requirement of strict scrutiny for gender classifications does not suffer from that infirmity. Not only would such a requirement afford women greater protection, but strict scrutiny analysis also expressly permits the use of a suspect classification where necessary to overcome discrimination or serve some other

compelling interest. Nor would the district court’s analysis invalidate (the race-norming prohibition in the Civil Rights Act of 1991). That statute prohibits the race- or gender-based alteration of valid and job-related test scores but does not prohibit affirmative action in employment generally; it leaves intact, for example, the practice of “banding” closely related scores. It targets only a particular means of implementing affirmative action that may be regarded as too blunt an instrument, and too often unnecessary, ever to be narrowly tailored. It is thus a proper exercise of congressional authority under Section 5 of the Fourteenth Amendment.)

Intervenor makes several arguments against the application of *Hunter* and *Seattle*. None demonstrates that the district court abused its discretion in choosing to apply those cases here. First, intervenor argues that Proposition 209 simply mandates race- and gender-neutrality and therefore only eliminates programs that are already constitutionally suspect. That argument is foreclosed by *Seattle*. Like Proposition 209, Washington’s Initiative 350 simply mandated formal race-neutrality: it generally prohibited race-conscious busing programs designed to overcome *de facto* school segregation. In his dissent in *Seattle*, Justice Powell made this parallel explicit. He observed that “when a State or school board assigns students on the basis of their race, it acts on the basis of a racial classification, and we have consistently held that (a) racial classification, regardless of purported motivation, is presumptively invalid and can be upheld only upon an extraordinary justification.” *Seattle*. To the Court, Initiative 350 was not saved by the fact that it targeted only race-conscious programs. Rather, the crucial points were that busing “at bottom inures primarily to the benefit of the minority, and is designed for that purpose,” *Seattle*, and that the Washington initiative “placed unusual burdens on the ability of racial groups to enact legislation specifically designed to overcome the ‘special condition’ of prejudice.” As we have explained, those points apply with equal force here. Because Proposition 209 singles out legislation “designed to overcome the ‘special condition’ of prejudice” for unique and more burdensome treatment in the political process, *Seattle* dictates that it be treated as equivalent to a racial or gender classification.

Intervenor contends that the *Seattle* Court expressly rejected any parallel between busing and affirmative action by stating, in a footnote, that “the horrors paraded by the dissent—which have nothing to do with the ability of minorities to participate in the process of self-government—are entirely unrelated to this case.” But the “horrors” referred to by the Court did not relate to the mere application of the *Seattle* principle to affirmative action; by its terms, the *Seattle* decision plainly covers affirmative action programs “designed to overcome the ‘special condition’ of prejudice.” Rather, the Court was evidently referring to the dissent’s suggestion that the *Seattle* principle might extend to the lowest levels of an administrative hierarchy. For example, the dissent read the Court’s opinion as preventing a state law

school's dean from overruling a school admissions committee's decision to employ affirmative action. The court correctly concluded that such a hypothetical case has "nothing to do with the ability of minorities to participate in the process of self-government." But Proposition 209's foreclosure of the ability to obtain affirmative action through state and local legislative processes—like Initiative 350's foreclosure of the ability to obtain busing through local school boards—has everything to do with access to self-government...

## ARGUMENT II

### BOTH THE BALANCE OF HARDSHIPS AND THE PUBLIC INTEREST TIP SHARPLY AGAINST UPSETTING THE STATUS QUO BY GRANTING A STAY

As we have explained, the narrow order issued by the district court merely serves the traditional purpose of a preliminary injunction—"to preserve the status quo *ante litem* pending a determination of the action on the merits." In this context, entry of a stay would contravene the basic purpose of the Court's stay power, for it would *disrupt* the status quo. Intervenor has not demonstrated that the equities justify such an extraordinary step. Indeed, the district court found that the balance of hardships "tips decidedly in plaintiffs' favor."

Should the preliminary injunction be stayed, plaintiffs and the public interest will suffer significant harm. Once the district court's order is lifted, Proposition 209 will be binding state law; any affirmative action program that violates Proposition 209 may be immediately terminated. "(T)he hardships that would be caused to women and minorities" by Proposition 209's elimination of affirmative action programs were detailed by the district court, and these hardships "must be weighed" in determining whether to grant the stay. Moreover, implementation of Proposition 209 would restrict access to the political process—"an immediate and ongoing injury that is not amenable to monetary remedy." In this context, plaintiffs' substantial claim of the violation of constitutional rights itself may constitute irreparable harm. In light of the significant harm that the plaintiffs and the public interest will suffer in the absence of preliminary relief, and the relatively minor burden on defendants imposed by the court's narrowly drawn order, the district court properly "perceived a need to preserve the status quo" pending resolution of plaintiffs' claims. This Court should not stay the order and disrupt the status quo.

**CONCLUSION:** The motion for stay should be denied.

Signed, ISABELLE KATZ PINZLER  
Acting Assistant Attorney General  
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## Traveling in Cyberspace: Computer-Based Training

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Our memories of the *Jetsons* cartoon are fuzzy, but we recall that the show presented a futuristic vision of computer-based training as a single robot teacher instructing a class—not much of a change from the standard classroom as we know it! In fact, classrooms and teachers are not typically associated with computer-based training (CBT). CBT offers a more personalized environment in which the learner works at his or her own pace, alone with the system. While the CBT industry is growing by leaps and bounds, we have seen surprisingly little related discussion in the various I/O forums. As a result, we decided to take this opportunity and introduce CBT in this installment of *Traveling in Cyberspace*.

### The Range of CBT

Computer-based training defies easy definition. The area itself has known many similar names, as Gery (1987, p. 7) notes: if you don't like "computer-based training," you can call it "computer-assisted instruction," "computer-mediated development," or even "computer-enhanced teaching!" In its broadest sense, CBT is a method by which computers are used to deliver training in particular knowledge or skills. CBTs vary in the *sophistication* with which the material is presented, the *amount of interaction* between the user and the CBT, and the *fidelity of instruction*. The following descriptions of these dimensions draw heavily on Lee and Mamone (1995) and Gery (1987).

*Presentation sophistication*. Presentation sophistication is basically about what is popularly known as *multimedia*. The simplest presentation system delivers instruction exclusively via a computer monitor, and may be completely text-based. Those who scoff at such an "antiquated" presentation should know that CBTs have existed since the 1960's (e.g., Skinner's programmed instruction modules; Kulik, 1994), long before the days of multimedia! Nonetheless, the widespread availability of computers equipped with sound cards and powerful graphics adapters allows for presentations including realistic sound cues and full motion video. For example, one customer service CBT system we've seen features sound clips simulating telephone calls to customer service and on-screen video clips in which a supervisor describes each lesson's learning points.

*Amount of interaction*. Gery (1987) defines the amount of interaction as a function of the degree of learner control and the level of *interactivity* de-

manded by the CBT. In the sense used here, interactivity is used to describe a "learning process in which the learner and the system alternate in addressing each other. Typically, each is capable of selecting alternative actions based on the actions of the other" (Gery, 1987, p. 217). A CBT system with little interactivity or learner control presents information in a predetermined sequence. These systems are often called *page-turners* because the CBT is functioning as little more than an electronic book (albeit one which may have sound and video). A high level of interactivity with little learner control results in a system in which learners communicate a great deal with the CBT, but have little control over the flow of the lesson. In contrast, high learner control and low interactivity makes for a CBT similar to the "help system" on your computer. You can get information on various topics and jump to particular material at will, but there is no further interaction with the system. Finally, when learner control and interactivity are both high, the CBT is a loosely structured system in which the learner chooses what to study, and all aspects of the system are highly interactive.

*Fidelity of instruction*. Fidelity of instruction is preserved to the degree that the CBT simulates the environment in which the knowledge or skill is to be reproduced by the learner. For example, last year we tried out a CBT system used to train "411" operators. The system was based on a highly detailed simulation of a 411 operator's workstation, including a window reproducing the operator's computer monitor, and simulation of incoming calls. The learner could even ask the caller different questions to probe for more information, if necessary, although the caller got pretty testy after a while! At each step, the CBT provided feedback and permitted the learner to go back and perform the necessary behaviors correctly. Obviously, this system offers a high degree of fidelity which should therefore result in a high degree of training transfer. Lower on the fidelity scale, we find more limited simulations. The least instructional fidelity is represented by text displays which simply set out information on the knowledge or skills to be learned, but offer no simulation of the work environment.

To sum up our discussion so far, computer-based training systems are computer programs which instruct users in particular knowledge or skills. CBT systems vary in the sophistication with which they present the tutorial (i.e., their use of multimedia), the amount they interact with the user, and their use of simulation to achieve instructional fidelity. Applications of CBT systems range from new hire training to supplementary training in interpersonal skills to "just-in-time" training in which incumbents receive training only when they encounter a novel task requiring the application of new knowledge or skills. The remainder of this discussion addresses the pros and cons of CBT from the organization and the user's standpoints.

## Benefits of Computer-Based Training

Computer-Based Training offers promise to both organizations and learners. For the organization, CBT has been linked to improvements in training efficiency and overall cost reductions. Learners enjoy more engaging, individualized instruction with immediate feedback about their performance. We will now discuss these benefits in greater detail.

### Organizational benefits

**Increased training efficiency.** Because of the upstart costs associated with developing customized CBT systems, businesses demand an accounting of the potential for return-on-investment (ROI). Recent studies have compared multimedia CBT and traditional classroom training across numerous applications and subjects. A consistent result is that CBT reduces training time by 25 to 50%, with equivalent or better retention and transfer. For example, Adams (1992) reviewed six controlled studies that compared traditional classroom instruction to equivalent multimedia instruction at Xerox, IBM, Federal Express, and other companies. The results suggested that CBT provided learning compression rates of 38 to 70%. Union Pacific Railroad experienced 35% and 50% reductions in learning time for two courses delivered to several hundred employees. Finally, Hall (1995) reviewed over 130 companies who use multimedia CBT and found that, in contrast to traditional classroom training, CBT resulted in reductions in training time ranging from 20-80%, with 40-60% being the most common.

**Reduced expenses.** Custom-developed CBT systems typically require a sizable up-front cash outlay. However, the per-learner cost for the CBT continually drops as the number of learners increases. As a result, CBTs eventually prove more economical than traditional training methods. Costs are reduced in other ways as well. Before CBT, companies without on-site training had to pay for employee travel to training sites (e.g., Williamson, 1994). Because CBT systems can be distributed easily via CD-ROM or the Internet, the need for employee travel is greatly reduced.

**Improved tracking of learner progress.** Computer-based training is unparalleled in its ability to record all aspects of a learner's development. One can track the amount of training completed by the learner, his or her performance in each training session, and what types of errors he or she committed. In this sense, CBT systems offer the tools to be extraordinarily specific in assessing the learner's performance.

### Learner Benefits

**Individualized and systematic instruction.** A long noted advantage of CBT systems are that they can provide individualized instruction to learners.

Similar to a human tutor, sophisticated CBT systems can adjust the sequence of presentation and difficulty of the material based on a learner's progress through the system, or even based on individual differences (e.g., learning style, self-efficacy; Craiger, Weiss, & Hawkins, 1997). Unlike "one shot" traditional classroom learning, CBT systems allow learners to return to subject matter as many times as required to master the material. Multiple presentations of the subject matter, often presented in different formats/media and varying levels of specificity, leads to "over learning," which can lead to higher information retention.

Anyone who has ever taught a class or a training workshop knows the difficulty of providing systematic instruction over time. CBT systems are inherently systematic in their presentation of subject matter; concepts are never missed or given different emphasis. Moreover, the computer-based implementation of course content allows system developers the latitude of embedding sophisticated branching and navigation modules, thereby permitting the computer to make judgments (not to be overly anthropomorphic) about the depth and breadth of instruction required based on a learner's progress.

**Active and interactive learning.** The nature of a traditional classroom setting, including moderate-to-high teacher-to-student ratios, limits an individual student's ability to become active in the learning process. We are sure that everyone has had the experience of sitting in a classroom or workshop and thinking to one's self "I already know this part, can't we move a little faster?" or even worse, "Slow down!!! I'm not getting it!" Few people have the patience to sit through a situation where everyone gets the same information at the same time and pace. Inevitably, some learners who already know the information become bored and eventually "tune out" the training completely. In contrast, the computer is infinitely patient in dealing with the varying attention span of individuals. If a learner becomes distracted, the computer will wait for him or her to refocus on the task, an inherent consequence given that the learner is dictating the progress of training.

**Immediate feedback.** We often tell our students on the first day of class that they should expect to participate in class discussion and answer questions because if they don't, we wouldn't know if they were grasping the material until the mid-term exam. When learning a new concept, students need immediate feedback, and CBT systems accommodate them. Even with moderate student-to-teacher ratios, classroom instruction does not allow for high rates of responses from a large number of individuals: when a question is answered correctly by a student, the teacher moves on. Often, students who didn't know the right answer don't have the opportunity to ask why the right answer was correct or why their answer was wrong. CBT systems permit learners to participate and find out if his or her answers are correct or incorrect based on their own individual responses.

## Problems Associated with Computer-Based Training

While CBT offers incredible promise, it is not without its pitfalls. Organizations may balk at the steep development costs for custom CBTs, and the time needed to create a truly robust system. Also, it is often difficult to make changes once the CBT is complete. Finally, learners must adjust to the relative inflexibility of CBT systems. We discuss these issues in further detail below.

### Organizational Problems

*Cost/fidelity/time tradeoff.* Numerous off-the-shelf CBT systems exist, e.g., CD-ROMs that can be purchased at your local software store that teach you how to use your word processor. These systems, often selling for under \$100, are limited to specific and common tasks, and vary widely in quality. In contrast, customized CBT systems are developed from scratch and allow developers to tailor the system to a particular task, job, or subject matter. As a prominent CBT developer told us, you must pick your priorities when you go with customized CBT: you can have a system developed quickly, inexpensively, or with a great deal of fidelity, but you can never have all three at once (R. Allen, personal communication, April 19, 1996). Taking advantage of the power and flexibility of CBT requires a lot of time and money for planning the system, programming it, and adding the multimedia capabilities. A simple transcription of a training manual into electronic form will be no more powerful to educate than the original hardcopy. The point here is that if you want to reap the benefits of a powerful CBT system, you must also accept the demands of development.

*Maintaining a CBT is difficult.* Once you have your CBT up and running, what do you do if you want to change it? Some custom-CBT vendors we've spoken to provide a maintenance package for buyers to adjust surface elements of the system, such as particular wordings. However, subtle changes in the target job may necessitate a fairly detailed reworking of the CBT by the vendor (or your in-house developer), adding cost to an already expensive proposition. For jobs that change frequently, it may be more appropriate to use a modular approach, with smaller CBTs each teaching a facet of the job. In this manner, adjustments can be made to one module while the rest of the CBT system remains usable.

### Learner Pitfalls

*CBT inflexibility.* While every effort is made to accommodate the many different ways in which users may interact with the system, ultimately CBTs are inflexible in two ways. First, one is limited to a few methods of commu-

nication with the system, such as the keyboard, mouse, and touchpad (Hartley, 1980). Eberts and Brock (1988) predicted an eventual role for natural language voice control, and the wide availability of voice recognition systems leads us to expect to see related CBT implementations in the near future. The second source of inflexibility is that the learner's responses must correspond to those programmed into the CBT (Eberts & Brock, 1988). CBTs attempt to get around this by limiting the ways in which a learner may respond to the system; however, the need for such provisions exposes a weakness of CBT.

Well, that sums it up for this introduction to computer-based training. In future installments we will discuss other topics in computer-mediated work. If you would like to contact us, we can be reached via e-mail at [pcraig@unomaha.edu](mailto:pcraig@unomaha.edu) and [weiss@unomaha.edu](mailto:weiss@unomaha.edu).

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## Work in the 21st Century: Career Development

Karen E. May  
Terranova Consulting Group

The nature and structure of careers is changing quickly, and with that evolution, the area of career development has become more important, and more challenging, than ever. The title of Douglas Hall and Associates' recent book on careers, *The Career is Dead—Long Live the Career*, captures some of the uncertainty that exists during this period of transition in career definition. This column includes my observations about the factors that are affecting the nature of careers, some of the ways in which careers are changing, how the practice of career development is changing in response, and some of the things I/O psychologists can contribute in this area.

### Why is the nature of careers changing?

There are a number of factors related to changing organizational design and structure that are influencing changes in the nature of careers, including the flattening of organizations, increased reliance on teams, the changing nature of the employment contract, and the trend toward leaner companies. As organizations become flatter, there are fewer jobs in middle and upper management, and the opportunity for traditional career advancement through "climbing the ladder" decreases. Many organizations that are becoming flatter are also developing an increased reliance on teams. In some cases, teams are expected to take the place of middle managers, as the team members develop the ability to self-manage. In addition, jobs may be less clearly defined within a team environment, making career planning more difficult for employees used to seeing a linear career path.

The changing employment contract and the drive to be lean are factors that have reduced the stability of a traditional career, as well as affecting morale, loyalty, and employees' expectations. Employees cannot count on long-term commitment from their employer, nor can they necessarily count on their skills being valued in the job market.

### How are careers changing?

Careers are changing in a number of specific ways. To name a few, people are less likely to remain in one job or area of specialization, effective performance in many jobs requires continuous learning and acquisition of new skills, people are less likely to remain employed by the same company, and the overall responsibility for developing and enhancing careers is shifting more heavily to the employee. These changes create an environment in which



employees must reevaluate their capabilities and career plans regularly, and organizations are less likely to cultivate loyalty and commitment. Careers are more likely to be made up of lateral and diagonal moves; employees and employers alike are more likely to take risks when matching people and jobs, and the need for more creativity and dialogue about how to put employees' talents to use is growing.

The shift in ownership or responsibility of careers and their development is a significant change. The Career Action Center (in Palo Alto, CA) characterizes this transition as employees becoming more "career self-resilient" meaning that employees take more responsibility for, and control of, their careers, and develop resilience to the sometimes negative effects of today's world of work. This organization counsels people and organizations to accept the changing definition of careers and learn to succeed within it.

### **How are these changes affecting the practice of career development?**

Today's practice of career development is likely to include continued development of creative approaches to skill building, more sophisticated assessment and development tools, links to other human resource systems, and increased clarity around providing value to both employees and the company. Some of the approaches to skill building that seem to work well within today's organizations include cross-training and job rotation to provide people the opportunity to develop new skills or enhance existing skills in on-the-job situations, and mentoring programs, which help people develop relationships that can assist their career success and growth. Traditional mentoring programs may assign people with more organizational experience and a higher job level as mentors to newer, lower level employees; given the speed with which organizational structures and needs are changing, mentoring programs may need to take new forms in order to assign mentors who can help employees navigate careers in fast-paced, ever changing organizations (Kram, 1996).

Assessment and development tools are becoming more sophisticated. Many of the assessment tools include multi-rater feedback, while new development tools structure tailored development plans around on-the-job opportunities in combination with formal learning opportunities. In addition, many of today's tools are part of integrated human resource software packages. For example, performance management systems with a career development component reinforce the organization's commitment to the development of individuals beyond the requirements of the job. Training and career development are often linked, as well. Employees receiving feedback on a career-related assessment may be directed to particular internal training programs—all within a single software application.

Most career development programs can be seen to have a clear dual focus—individual and organizational. Career development programs work

for individuals by providing support, career planning services, and learning opportunities. The programs serve the organizations by developing internal talent, supporting succession planning efforts, and working to counter low morale associated with uncertainty and instability. This last factor, countering low morale, may explain some of the increase in interest paid to career development. As organizations become less willing (and able) to offer job security, they are searching for other ways to show the employees that they are valued, and one of those ways is to support employees in their efforts to become and remain competitive and fully employable—inside or outside of the company. Having the opportunity to develop their skills may help employees develop their self-esteem; in Manuel London's recent book on careers, Brockner and Lee (1995) refer to career development as self-affirming.

### **What can I/O psychologists contribute to career development?**

Our knowledge and skills can inform career development efforts in a number of ways, including: creating assessment methods and development tools, assisting in human resource planning activities, identifying career paths, and conducting high quality program evaluation. At the core of career development is assessment of individuals' skills and capabilities. The quality of career advice given is largely dependent on the accuracy and thoroughness of the assessment conducted, and our work in designing assessment tools for skills that are required in today's careers and organizations is critical. Once advice is given, career development programs usually try to help employees respond to identified developmental needs, through guidance, development tools, or a combination of the two. Our work in the area of skill development and learning can help ensure that when people work to develop their skills, they will be more likely to succeed.

Effective career development programs are informed by sound human resource planning. Through planning, companies can identify the skills that will be needed in the future, the areas of job growth anticipated, and existing competencies that will no longer be required. A career development program informed by this type of information can serve employees better by directing them toward areas that the company will need and value, and can serve the organization better by developing internal talent to meet future needs. We can bring our techniques (e.g., future job analysis and work analysis) to human resource planning, and increase the quality of this information.

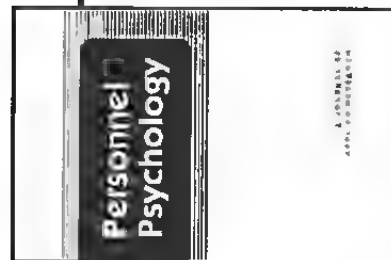
Another area where our expertise is important is career planning. We can use our knowledge of job design and organizational design to identify logical connections among jobs that can form meaningful career paths. For example, by identifying the skill requirements of multiple job families within a company, we may be able to identify jobs for which a similar requirement profile exists, even if the titles and organizational locations are very different.

Finally, as with any organizational intervention, evaluation of career development programs is important. The programs require significant amounts of employee and managerial time, as well as a substantial financial investment in many cases. We can design evaluation processes to learn what is working well, and what is not, to inform the improvement of the programs and to assist them in delivering the individual and organizational support they are designed to provide.

In the next column, I am planning to focus on the human resource challenges faced by small businesses. As always, I am interested in your ideas and experiences. Please call, write, fax, or e-mail me at: Terranova Consulting Group (formerly Human Resource Solutions) 61-F Avenida de Orinda, Orinda, CA 94563, karen@terranovaconsulting.com. Phone (510) 253-0458, Fax (510) 253-9432.

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## Practice Network

Thomas G. Baker

Practice Network is a forum for the discussion of practitioner ideas, opinions and issues. This column works because you get involved. I can always be reached at (614) 475-7240 (note, this is a new number) and hope you find something of interest in the features in this issue.

### Quasi-Experimental Simulation Assessments: Say What?!

Every once in a while Practice Network stumbles onto something new, different and downright irresistible. This happened recently when investigating a "quasi-experimental simulation technique" for management assessment. Wouldn't you know, it comes to us courtesy of a research-oriented social psychologist and his clinical colleague!

OK, OK, this thing called the "Strategic Management Simulation" is strictly proprietary and can only be used by license, but you gotta see how this thing works.

A simulation is played out over four to six 30-minute periods. Total running time is actually somewhere between 5 and 6 hours. There are three parallel simulations; (1) Individuals are thrust into roles of a VP of Operations (or, in a team application, the operations staff) of a company in a newly capitalist Eastern European country, (2) the Secretary of State for a politically unstable island and (3) an emergency coordinator for a rural country undergoing a natural disaster.

Siegfried Streufert (Penn State College of Medicine, Hershey) has been at work since the 1970s at Purdue with this simulation. He calls his model "quasi-experimental" because, while most simulations (think of your typical LGD) have a consistent starting point, they take on many different forms during the course of the simulation. In this simulation all of the important events are standardized and it is unavoidable as to what and when things happen, thereby giving each participant or team very much the same stimulus or experience regardless of their actions—hence this simulation takes on a quasi-experimental form. For more on this, refer to Streufert and Swezey (1985) and Fromkin and Streufert (1976).

The really big proprietary piece here concerns how individual or team actions are handled and analyzed. OK, so far, we have a very standardized stimulus. Participants are fed new information/facts every few minutes in an established sequence. As Siegfried says, "Message 43 always happens at time 3 hours and 12 minutes." Participants take action whenever the mood strikes them—totally free response—by telling the simulation operator what action they will or plan to take. Simple enough. The simulation operator codes

these decisions and always asks the decision maker(s) to relate the decision to previous information factoids or decisions made and suggest any future plans that might be taken. Now is the fun part. All of this information is coded into the computer using six-digit number sequences. The computer will allow up to a million different decisions, but Siegfried says the 2,000 to 3,000 decisions already loaded take care of most actions taken by simulation participants (for instance, a code exists for a participant's decision to "make an economic investment in raw materials at subsidiary company X to make brown shoes in the factory").

In Streufert's simulation, you code and categorize all decisions and plans; relate them to previous facts, decisions or plans, and gather information on intended future actions. Wow, the multiplicity of paths and the sequence of all this information and events. And then you...well, you press the computer's button is what you do. The secret is in the program!

Todd Greenberg (Prescience, Brookline, MA) explains that this approach is based on "cognitive complexity theory that emphasizes differentiation and integration. In the context of these simulations, thought processes are examined for the linkages that are made between separate parts in increasingly complex and sophisticated ways." Todd uses additional special codes for team and interpersonal behaviors and uses this simulation for executive level team feedback on strategic thinking and team skills. "It provides comprehensive feedback on a collective approach to handling complex decisions," Todd says.

Validation work has been performed on 800–1,000 executives here and abroad, public and private. For criteria, they used indicators of success, such as income at age, job level at age, number of people supervised or level in an organization, et cetera as well as the traditional supervisory ratings. The multiple *R* between these criteria and the simulation's predictors is said to exceed .60, with reliabilities between .6 and .95.

Development of the scored factors was achieved by a factor analysis of the original 60 to 80 objective measures spit out by the computer. They factored into 12 dimensions—such as Initiative, Planning, Strategic Thinking, Information Orientation, Timeliness, et cetera. Interestingly, Siegfried notes that the correlation between these predictors and intelligence is fairly low.

Output from the system includes dimensional feedback compared to their normative database and ranges from the simple (how many decisions and plans did you make?), to the moderately complex (do you use information when you ask for it?), to the quite complex (how elaborate are your strategies?). Pictorially, feedback is also given in what is called "time event matrices" which show the relationship between the simulation's events and the types, numbers and linkages amongst actions taken.

What an interesting application! How many of us struggle with analyzing the free responses of participants in simulations. Streufert seems to have

really taken that bull by the horns. Todd Greenberg welcomes your questions and comments at 617-566-0483. Thanks, gents, for speaking with *Practice Network*.

### Moving Beyond Traditional Personality Measurement

Personality tests are riding the big wave, right? Let's say you wanted to predict customer service job performance. Are you more likely to use an available personality test or a simulation? Mark Schmit (formerly of University of Florida, now at Payless ShoeSource, Topeka) hopes you choose the latter.

Mark, who has spent a lot of time doing research in the personality domain, in recent work with Steve Motowidlo and Wally Borman, has created a model of the predictive utility of personality measures used in personnel selection (Motowidlo et al., in press). The model postulates that complex relationships among cognitive ability, personality and past experience variables affect job performance through a set of job knowledge mediators.

Mark's key point to practitioners is that to enhance the predictor-criterion relationship of personality measures, one might use direct measures of their model's mediators. The best way to do this is through the creation of contextually rich, high fidelity predictive tools. At the very least, he suggests we move away from context-free measures, like general trait measures, and move toward the use of measures that specify the kinds of situations applicants will face at work and ask them how they would behave in those contextually rich situations. Situational or behavioral interviews and situational tests are examples of these lower fidelity measures that still remain true to the context in which the behaviors take place.

Mark and Steve suggest that a complex interaction of personality traits, learning, past experiences, and motivation determine what individuals believe to be the correct behaviors for dealing with situations that arise at work. The academic psychologist is certainly interested in understanding why and how certain basic tendencies and life experiences are related to an individual's understanding of what to do at work in certain circumstances. According to Mark, however, these relationships are necessarily so complex that practitioners will find the models to be of little use for practical application and legally difficult to justify. He believes that the use of complex formulas will be the only way to improve the relatively low predictive utility of basic trait measures.

"It is time for us to move from 'basic level measures' (such as off-the-shelf personality tests) to another, higher level of test," Mark asserts. A good example of Mark's high fidelity, contextually rich assessment tools are interactive video tests. "I think videos and CD applications are great for getting people juiced up," he says. "They are even better than situational interviews

because a video or CD application present dynamic situations. The closer we get to real psychological situations, the less likely we are to get strictly learned responses. We want to see the real personality stuff shine through the layer of learned responses."

Mark Schmit is not necessarily getting off the currently popular, personality bandwagon. Rather, he is attempting to have a better understanding of the root of enhancing the predictive validity of whatever predictor tests we use. Mark, thank you for chatting with *Practice Network* and welcome to the business world!

### ADA Claims Down Slightly in 1996

The number of Americans with ADA complaints filed with the EEOC fell slightly in fiscal year 1996. The EEOC received 17,954 ADA claims, down from 19,782 in 1995 and 18,852 in fiscal year 1994.

From July 1992 to September 1996, close to 50% of all resolved claims were dismissed due to no probable cause. Of the 1996 resolved charges, nearly 75% of all claims were resolved due to no probable cause.

Unlawful discharge topped the list (51.9%) as the most frequently alleged violation. Failure to provide reasonable accommodation was the second most frequent claim at 28.1%. Harassment due to a perceived disability was next with 12% and discrimination in hiring claims totaled 9.8%.

Impairments most cited as the basis for the alleged discrimination included back impairments (18.2%), emotional/psychological impairments (12.7%) and neurological impairments (11.3%).

Thanks to Dave Arnold and Frankie Kohout for this and other legal submissions!

### Long Term Executive Team Development

Ralph A. Mortensen (RHR International, Detroit) had an interesting piece on executive team development that ran in last September's issue of METRO's newsletter. In his experience, long-run executive team development succeeds only when a number of things happen. Here are six key tips he has picked up along the way:

1. *Help your clients become open-minded about the need for diagnosis and intervention in their team.* This is the most essential success factor. Particularly in tight economic times, teams grasp for generic, prepackaged interventions such as certain types of meeting facilitation, planning techniques or approaches to analyzing member communication styles. One-shot, circumscribed interventions rarely address long-term team development needs.

2. *Proceed very carefully with team diagnosis.* Ralph focuses diagnosis on the interplay of:

- The clarity of team vision, goals and meeting agendas,
- Group processes such as leadership, role definition and communication flows,
- Team member skills and personality characteristics, and
- Key organizational events that have shaped team identity.

3. *Target the number and types of interventions.* More is not better! At the same time, stress that trial interventions may uncover other problems and that new demands or crises may surface different needs.

4. *Work with client executive teams who view team development as a limited event.* They often dramatically underestimate the time needed for lasting change. Ralph finds that individual members develop an understanding of team dynamics at different rates. Many rediscover that learning is awkward and exposes them to the risk of failure. Some have to work through previous frustrating team development experiences.

5. *Use a variety of techniques to keep team members 'on the same page'.* To overcome frustration, highlight group gains. Offer private coaching and feedback. Help the group understand why setbacks occur. Push teams to create ongoing action plans, monitored from meeting to meeting. With some teams, analogies to herding a group of cats seem to apply.

6. *Schedule and manage team sessions strategically.* Make the sessions cycle between more pressing, familiar job tasks and sufficient analysis of member experiences. Manage the session pace as member energies, spirits and attentions fluctuate. Set aside time for recreation as well as more light-hearted looks at touchy issues.

Successful long-run executive team development involved blending evolving team needs with multiple member skills and perspectives against a backdrop of current business pressures. Thanks, Ralph Mortensen, for sharing your thoughts with *Practice Network*!

#### Extensive Psychological Evaluation is Medical Examination

The U.S. District Court for the Southern District of Florida recently decided a case regarding the issue of what constitutes an unlawful preemployment medical inquiry.

Broward County (Florida) Corrections' hiring process requires all job applicants to submit to a preemployment psychological examination. The exam included the administration of the MMPI, the Inwald Personality Inventory, the Hilson Profile/Success Quotient, the Otis Lennon School Ability Test and the CPI. In addition, a licensed psychologist also examines prospective employees. An applicant, when refused a position as a Corrections Deputy, filed a multiple-count complaint alleging discrimination under ADA and the Age Discrimination in Employment Act. One of his claims alleges that the defen-

dant unlawfully required applicants to submit to a preemployment medical exam.

In enjoining the defendant from conducting any further preemployment psychological examinations, the district court noted that the examination was quite extensive and tended to disclose specific psychological difficulties—it constituted a medical examination. As a result, the court held that the defendant could utilize the examination for screening job applicants, but only after a conditional offer of employment had been tendered.

#### Large Scale Assessment Operations: Making It Work

There are very few amongst us who talk about assessment volumes in terms of K...you know, like assessing 20K participants! Eric Elder (DDI) is one of those people. He heads the large, in-house assessment operation in Bridgeville, PA and spoke with *Practice Network* recently about how this operation stays on track.

The Assessment Services group began life with a dozen people in the late 1980s and has grown to occupy two shifts and encompass about 100 assessors, half of whom are part-timers. The bulk of their work is in the delivery of assessment, scoring and feedback services for client assessment centers at the team member, leader or advanced leader levels. Recent projects have called for this group to "go telephonic," delivering structured interviews or certain types of assessments and providing training-related support.

Eric focuses his time on implementing five key strategies to address his operation's core issues of reliability/consistency, validity and efficiency and cost effectiveness. Those key strategies are (1) Assessor Selection, (2) Assessor Training, (3) Technology, (4) Internal Processes, and (5) Organizational Systems.

*Assessor Selection.* While none of the assessors are Ph.D. psychologists, many hold M.A. or M.S. degrees, and most hold a B.A. Good assessors have been drawn from all walks of life—education, engineering, manufacturing, retail, even returning homemakers. The focus here is on the identification of employees who possess key skills such as attention to detail, analysis and problem solving, ability to learn, team skills, impact and communication skills.

*Assessor Training.* New employees are given a week long "core assessor training" and then shadow an experienced assessor for about a month before starting to work on real client material. Before they hit the floor they must also pass a "competency gate" at the end of formal training. Before starting any project, assessors receive project-specific training, generally from the DDI consultants. These meetings "dive deeply into assessment materials, simulations and competencies to be assessed," Eric notes. Additionally, on-

going performance feedback, called "reliability checks" are given on a regular basis to each employee, but more on that in a minute.

*Technology.* Assessor reliability can largely be attributed to the technology itself. Assessors evaluate behavior using detailed descriptions of competencies, "sub units of behaviors" as Eric calls them. Support technologies provide additional support; computer-assisted evaluation systems, or printed evaluation guidelines help assessors reliably identify effective or ineffective behaviors. The proprietary computer system assists in collecting and categorizing assessor observations, providing rating guidelines and producing reports. It is often used for larger volume assessments.

*Internal Processes.* Over the past 5 years, Eric and his team have learned a thing or two about running a large volume assessment operation. He points to four main actions that feed his team's success: (1) First, assessor work is subjected to ongoing "reliability checks" (100% at first, thereafter on a 20% basis). These checks are performed by the teams' "technical leads". Reliability checks produce coaching opportunities for assessors and are incorporated into the performance management system; (2) Project statistics are monitored and reported in frequency distributions and compared to historical trends. Eric finds this feedback useful not only to the assessors, but also for internal and external clients; (3) These data are also discussed in special "calibration meetings" where specific assessment issues are resolved; (4) Recently, they have established an internal assessor certification process, which Eric describes as a "big competency gate with clearly established criteria" to be awarded based on specific indices of employee performance as an assessor and team member.

*Organizational Systems.* In the past few years, the assessment group has become increasingly more team-based. (TB: Sort of a "what's good for the goose, is good for the gander" issue within consulting groups that actively support team-based cultures in our client companies!) Work teams are comprised of from 5 to 15 members and some 9 to 10 teams exist in all. A key management challenge, Eric notes, "is to stabilize the membership of the teams; there is a constant tension to achieving this goal." From an organizational standpoint, each team has a special focus on one category of assessment specializing in, for instance, plant startups, or advanced leader assessments. The establishment of an effective team structure is where Eric currently devotes most of his management time.

Somehow I get the idea this is easier to write about than to actually execute on a daily basis. Continued good luck to you, Eric Elder, and thanks for speaking with *Practice Network*!

#### Applicant Reactions to Selection Procedures

*Practice Network* has found another practitioner researching the important

topic of how 'customers' react to our various missives. David Hamill (Maryland State Highway Administration, Baltimore) completed a study of the reactions of 75 state government promotional candidates to eight common tests.

The eight common tests examined were (1) interviews, (2) drug tests (3) cognitive ability tests, (4) personality tests, (5) integrity tests, (6) biographical data blanks, (7) work samples, and (8) self-assessments.

Candidates perceived drug tests to be the most fair, and were the least likely type of test to deter applicants from applying for a job. Conversely, personality tests were perceived as the least fair and least valid. Although candidates said personality tests would deter them from applying for a position more than other types of tests, the mean rating was still a high 3.78 on a 5-point Likert scale, indicating that they would still pursue the position (2.5 being the point of which a test deters application).

In terms of perceived face validity, work sample tests, interviews and self-assessments were perceived as the most valid. Drug tests, work samples and self-assessments were perceived as the most fair. Applicants believed their performance would be best on drug tests, integrity tests and work sample tests. Cognitive ability, biodata and personality tests were perceived the least fair. Integrity, drug and personality tests were perceived as the least valid predictors of job success of the eight test types examined.<sup>1</sup>

The effects of perceived test face validity, fairness and performance expectations (how well they expected to do on a test) on a candidate's inclination to apply for a job were assessed using a stepwise multiple regression procedure. Fairness accounted for significant variance in the inclination to apply for biodata, drug and integrity tests, interviews and self-assessments. Test performance expectations accounted for significant variance in biodata, cognitive ability and personality tests. Surprisingly, perceived face validity only accounted for significant variance in the inclination to apply for a position for work sample tests, and did not in the other types of tests.

Thanks, David Hamill, for sharing your research with *Practice Network*.

#### Test-Taker Rights and Responsibilities

Lance Seberhagen (Seberhagen & Associates, Vienna, VA) encourages all I/O psychologists to contact Heather Roberts at the APA Science Directorate (202-336-8000) to get a copy of the draft "Test-Taker Rights and Responsibilities" proposed by the Joint Committee on Testing Practices (JCTP), as recently described by Heather in TIP ("JCTP Statement Clarifies Test-Taker Rights and Responsibilities," TIP, January 1997, p. 169-172).

<sup>1</sup> David's matched-pair T-tests approach naturally increases the likelihood of Type I error rates, so he upped his significance level to  $p < .001$ .



Lance is concerned that the detailed provisions behind the official summary of the "Test-Taker Rights and Responsibilities" contain requirements that are burdensome, excessive, and/or unnecessary, particularly for employment testing. For example, the document requires employers, upon request, to give test-takers extensive information about tests, testing staff, scoring procedures, and test results, as well as individual counseling on strengths and weaknesses and how to do better on future tests.

The JCTP plans to issue the document as "guidelines for ideal practice" with no enforcement. However, Lance is concerned that the courts might enforce the document if they decided that it was part of professional standards, creating a whole new category of employment litigation. Contact Lance at 703-790-0796 if you would like to discuss this matter further.

#### **Reasons Employees Sue Employers: Preliminary Views**

*Practice Network* had an interesting conversation with **Barry Goldman** (Maryland Business School, University of Maryland, College Park) on a subject he is developing into a bit of an expertise—why employees sue employers. It's refreshing to see a researcher tackle such a plainly applied problem for HRM.

Since 1991, the EEOC notes a 20% increase in the number of personnel related suits brought against employers and a proportionate increase in damage claims. Barry attributes this acceleration of activity to the flurry of 1991 legislation (Civil Rights Act, ADA and major changes to the Age Discrimination and Employment Act) and the exposure of high profile cases such as Anita Hill.

In particular to the legislative changes, Barry notes they share similarities in three main ways, (1) loosening the restrictions against jury trials, (2) greatly expanding the definition of damages (and allowing the dollar ceiling to shoot up) and (3) liberalizing the possibility of class action suits. Class action suits at Publix Markets (\$81M in damages paid) and Texaco (a whopping \$176M in damages) are not aberrations, but will continue to occur.

As Barry dug into this subject he found a dearth of previous research. Except for some economist's view on this subject from a macro perspective (e.g. Donohue and Siegelman, 1991) nothing much existed on litigation behavior (although a little existed on attitudes toward litigation, e.g., Bies & Tyler, 1993), so Barry set about to do his own research. The obstacle here, as with many applied questions, is to get good data. With his previous JD degree in his hip pocket, Barry hounded Maryland courthouses to dig up 1,100 individual case files and 826 names and addresses representing every filer of an employment discrimination lawsuit in the state of Maryland since 1993. Some people have all the fun!

His approach is to deliver a quantitative survey to this group (or some subgroup) of 826 people this year. He has conducted qualitative interviews with 30 discrimination suit filers to flesh out the survey. Based on his preliminary analysis, he separated the reasons employees file suit against their employer into four broad categories:

1. *Organizational Justice Issues.* You will recall the difference between distributive justice (feeling an outcome was fair) and procedural justice (feeling the process to achieve the outcome was fair). See Cropanzano & Greenberg, in press, for a more detailed discussion of the two types of organizational justice. Employees who sue seem to have a strong sense of procedural injustice. Interestingly, until an issue has been formally filed with a company's internal grievance process, distributive and procedural issues are about on par, but after filing, procedural justice issues become much more important than distributive ones. Employees feel mistreated.

2. *Psychological Contracts.* A lot of pioneering work has been done by Denise Rousseau (See e.g., Rousseau, D. M., 1995, *Psychological Contracts in Organizations*). She has found that employees come to have almost implicit assumptions of obligations of an employer and, when this obligation is violated, are shaken and become disillusioned and angry.

3. *Individual Differences.* Here's the paradox; Why do some people with reason not sue, while others without reason do? Barry cites EEOC statistics, preliminarily confirmed by his own interview data, that suggest as many as one-third of discrimination claimants have no possible legal grounds to sue and are immediately thrown out. These are the "BDLM" cases (Boss Doesn't Like Me) type of cases. One intriguing hypothesis Barry will investigate is a possible predisposition to sue

Another mountain to be mined is the identification of what appears to be the emotional trigger that gets an employee to sue. What are its constituent parts? For all the talk about "easy money," Barry does not currently believe employees sue for greenbacks. Barry Goldman identifies issues such as vengeance and retribution as more likely candidates and notes that most cases do not start out as discrimination suits when they are at the company pre-grievance level but only get transformed into one through procedural stoppiness. Barry conjectures that cases "may be constructed retrospectively to get back at a supervisor," emphasizing his statistics that show, by a two to one margin, employees blame the supervisor versus the company. He cites many comments about wanting to make a point to the company, or punish the company for a perceived injustice, but rarely does he have interviewees claim their action is to get cash. "It may be that litigation is just one step in a continuum of anger, a socially acceptable means to seek retribution in this society," Barry says.

4. *Third Party Influences.* No, no put away your images of "ambulance chasers." In discrimination cases the most powerful third party influencers

are friends and family. "I just filed a case to get my mother to shut up" one employee told me," Barry said. How strong or prevalent this sphere of influence is, is yet to be understood.

"With all of my current research, I am looking at this issue from the employee perspective. Dealing with their perceived motivations, I am not pre-tending for a minute that this is all objective truth. I am trying to identify what employees perceive to be true," Barry observes. Directions for his upcoming work include the more precise quantification of employee attitudes and behaviors, performing similar research from the company's perspective, comparing these two sets of data and investigating the possibilities of different venues to resolving these differences—perhaps through various types of alternative dispute resolution, such as mediation or arbitration.

Keep at it, Barry Goldman, and let *Practice Network* hear back from you as you continue your investigations into why employees sue employees.

### Who's the Party Animal?

Where in the world does the Wall Street Journal find these people?<sup>2</sup> Quoting here: "For an average fee of \$1,800 each, Professor Scott (of Roger Williams University in Rhode Island) has helped about 100 accountants identify the kinds of clients they should pursue by giving them the Myers-Briggs Type Indicator...." They had mentioned that \$1,800 was only an average fee, didn't they? For one MBTI?

If you have an equally profitable scheme or other relevant practitioner tidbit, contact Thomas G. Baker by phone (614) 475-7240, FAX (614) 475-7245 or email VTCJ69A@prodigy.com.

### Endnotes

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<sup>2</sup> Is There a Party Animal Lurking Beneath All Those Spreadsheets? (1997, January 24). *Wall Street Journal*, p. B1.

## Vantage 2000: Multiple Lens—The Ability to See the "Culture" in One's Self is Crucial for Effective Diversity Research and Cross-Cultural Interactions

Charmine E. J. Härtel  
University of Queensland, Australia

The *Vantage 2000* column seeks to provide a forum for discussing the latest in practice, research, and theory with respect to new trends in the workforce and workplace. The informative value of the column depends upon your input. I am seeking organizations or academic departments to profile which provide examples of applying or researching new methods relevant to a diverse workforce. I am also interested in receiving any newspaper clippings, research-in-progress, consulting tips, emerging controversies, requests and ideas for the column. Please send these to me at: Graduate School of Management, The University of Queensland, Brisbane, Queensland 4072, Australia; Phone: (07) 3365-6747; FAX: (07) 3365-6988; INTERNET: C.Hartel@gsn.uq.edu.au.

This issue's *Vantage 2000* column profiles the researchers in University of Georgia's Applied Psychology program who are finding exciting ways to research, and to incorporate into research, diversity issues. Thanks to Shane Douthitt at UG for doing the majority of the legwork for this profile.

### PROFILE: The University Of Georgia

*The institution:* The University of Georgia was established in 1801 and is the state's oldest and most comprehensive institution of higher education. The university is a major graduate/research institution.

*The Applied Psychology Department:* Psychology courses were first offered at the University in 1897 and the Department of Psychology was established in 1921. In 1967, Dr. William Owens, SIOP President at the time, joined the department, pioneering a psychometrically oriented program called "Measurement and Human Differences." In 1977, Dr. Donald Grant took the Program Chair position after retiring from AT&T. Under his leadership, the Applied Psychology Program was established with speciality areas in Industrial/Organizational Psychology and Measurement.

The Applied Program is probably best known for its research on biodata. Bill Owens' longitudinal research following freshmen classes at the University of Georgia across their college and post-college years represented a monumental research undertaking with significant implications for the development of individuality. Owens' last doctoral students and UGA graduates, Michael Mumford and Garnett Stokes, have continued Owens' work on life

history (Stokes, Mumford, & Owens, 1989). Dr. Stokes (current chair), along with Dr. Bob Gatewood in UGA's Management Department, have further pursued the cohort groups who participated in Owens' original research. The university also recently hosted the first Biennial Conference on Biodata in October of 1996.

While the program still emphasizes measurement and statistics, its recent addition of new faculty members has broadened its curriculum to include more organizational topics. The curriculum aims now for a balance between industrial and organizational psychology topics. This balance is also evident in the broad research interests of the faculty members relative to diversity in the workplace.

*The faculty:* The current faculty's involvement in research related to the changing demographics of the workplace varies widely. Some faculty, such as Dr. Kecia Thomas, pursue diversity issues as the core research topic. Others, incorporate diversity issues and individual differences into research programs that address other topical areas (e.g., careers, training, biodata).

#### **Diversity Research Requires Multiple Lenses**

Dr. Kecia Thomas, Assistant Professor of Psychology and African-American Studies (joint appointment), believes a multidisciplinary approach is required to fully appreciate diversity issues. In fact, she argues, that an exclusive reliance upon the I/O literature may result in partial or poor understanding of the experiences of women, Blacks, gays/lesbians, etc. Instead, she encourages the exploration of those disciplines that have been relegated to the status of "special studies" in order to gain a more comprehensive and authentic perspective. Consistent with this view, she encourages her students to adopt an interdisciplinary perspective to their diversity research, and to capitalize on their unique cultural perspectives in their work (Thomas & Proudfoot, 1996). Often she and her students turn to literature outside of the traditional areas of I/O and Management when beginning a new area of research. For example, a recent attempt to deconstruct the work/family literature led students to the research on women, work, and family produced by scholars in Women's Studies, African-American Studies, Latino Studies, as well as more mainstream fields like Sociology. This search revealed gender, race, and class biases in this discourse.

#### **Recruitment and Diversity**

Most of Kecia's research focuses on the identification and analysis of the unique organizational realities facing minorities and women in the workplace. For example, one current program of research examines minorities' experiences with recruitment. During her doctoral studies at Penn. State, Kecia

conducted a qualitative study of Black MBA candidates' recruitment experiences. This study led to her dissertation which consisted of two policy-capturing studies and one valence study on the topic of recruitment and diversity. The policy-capturing studies examined MBA candidates' reactions to the administrative and evaluative stages of recruitment, respectively (Thomas, 1995; Thomas & Wise, 1996). The valence study examined the attractiveness of different organizational, job, and recruiter characteristics across the diverse sample of participants (Thomas & Wise, in press). Kecia's students are continuing this line of research by studying how recruitment advertisements are used in marketing to minority applicants as consumers (Perkins & Thomas, 1996).

#### **Barriers to and Aids for Effective Intercultural Interactions**

Another line of Kecia's research deals with barriers to effective intercultural interactions at the international and domestic levels. Her approach to this area integrates the literature on cross-cultural psychology and international management with research on home country diversity. She believes the fundamental dynamics to being successful abroad and those involved in effectively dealing with "different others" at home are parallel. One study (Thomas, 1996) examined ethnocentrism and the recognition of psychological privilege as important aspects of developing "psychological readiness," for diversity and cross-cultural training. The paper argued that current methods of preparing for intercultural contact, like Cross Cultural Training and Diversity Training, do not delve deep enough and may encourage ethnocentrism rather than discourage it by focusing on "other" groups and differences. The paper argues that acknowledging differences and developing communications skills are ineffective if the trainee believes that race, gender, and culture are characteristics possessed only by "others." She further directs the reader to explore and adopt the coping strategies (e.g. biculturalism, isomorphism, metacultural awareness) used by current members of minority groups in order to prepare for increasing intercultural contact at home as well as abroad.

#### **The Need to Consider Ethnic Identity in Studies of Race**

In an analysis of the current I/O and OB literature on race, Kecia and colleagues (Thomas, Phillips, & Brown, in press), argue that the operationalization of race adopted is often simplistic, superficial, and nominal. An ethnic identity literature's sociopolitical conceptualization of race is proposed. This view of race argues that within the U.S., one's self concept largely reflects race and that one's sense of self is therefore tied to the extent to which race denies or affords one privilege. Those at the highest levels of ethnic identity development have achieved a multicultural consciousness or metacultural

awareness. Through their experience with some "encounter" or "transitional experience" they have become aware of the role of race and culture on all of our lives, including their own. Recently, Kecia's students have demonstrated that the inclusion of ethnic identity may overcome some of the problems inherent when simply relying upon categorical measures of race in diversity research. These students found that one's level of ethnic identity achievement—regardless of race, is a better predictor of racially salient attitudes, like those regarding affirmative action (Thomas, Williams, Perkins, & Barroso, 1997), than simply race or gender alone. Kecia also hopes to integrate her early research on motivation (Thomas & Mathieu, 1994) with her work on ethnic identity in order to understand resistance to diversity.

#### **Using Transitional Experiences to Achieve Mature Ethnic Identities and Prepare for Cross-Cultural Relationships**

Kecia's interest in diversity and identity also extends to teaching. Currently she is preparing a paper in which she argues how multicultural classes can be used as "transitional experiences" which help students achieve mature ethnic identities and prepare for cross-cultural relationships. Kecia and Penn State alum, **Scott Button** also have two diversity cases forthcoming in *Golembiewski, Stevenson, & White* (in press) *Cases in Public Administration*.

#### **Career Challenges Facing Diverse Workers**

Much of **Dr. Lillian Eby's** research addresses career issues facing diverse employees. Some of her early research examined factors related to an organization's climate for diversity as well as how career assessment tools and strategies can be utilized to help women managers overcome internal (e.g., self-efficacy, burnout) and external (e.g., discriminatory attitudes, work-family constraints) career-related barriers (Russell, Atchley, Eby, & Fausz, 1994; Russell & Eby, 1993). Using this research on women in management as a point of departure, Lillian is currently examining personal and institutional challenges facing diverse employees. More specifically, she is documenting the various career issues facing two classes of diverse individuals in terms of career entry/re-entry and career management. The two classes of diverse individuals she is examining are individuals with diverse surface characteristics (e.g., persons of color, persons with disabilities, older employees) and individuals with diverse work status characteristics (e.g., part-time employees, involuntarily displaced individuals). Her goal is to identify specific career assessment tools and techniques that may help individuals effectively deal with the unique challenges these groups face.

#### **Diversity and Adjustment to Job Loss, Job Changes, and Unrealized Career Aspirations**

Another early stream of Lillian's research examined factors related to involuntarily displaced white collar workers' adjustment to job loss (Eby & Buch, 1994, 1995). Taking a diversity perspective, Lillian explored how individual differences such as age and sex were related to individuals' experiences with job loss. A more recent stream of research explores how alternative forms of mentoring relationships (e.g., lateral relationships, team mentoring) can be used to help all individuals within an organization develop transportable, marketable skills to deal with the new realities of organizational life (e.g., less job satisfaction, fewer promotional opportunities) (Eby, under review). A common theme in this research is a focus on how organizational policies and practices can be used to help individuals cope with stressors they face both on and off the job.

Much of Lillian's current research focuses on dual-career couples' experience at work. In particular, she is interested in couples' experience with job-related relocation. This includes research on spouse employment services perceived as important by male and female accompanying spouses (Eby, DeMatteo, & Russell, in press) and interest in different types of relocation assistance from the perspective of couples with children and those without (Eby, Allen, & Powell, under review). Additional research in this area includes research on couples' experiences with international relocation, subtle bias in managers' decisions of appropriate candidates for relocation opportunities, and factors related to employees' willingness to engage in relocation opportunities.

#### **Individual Differences and Teamwork**

A final interest of Lillian's that is related to diversity issues in the workplace is understanding how individuals adapt to working in teams. Of particular interest is the relationship between individuals' individualistic-collectivistic orientation and their propensity to cooperate with others in a team setting (Eby & Dobbins, in press) and factors related to the effective design of team-based reward systems (DeMatteo, Eby, & Sundstrom, in press). Lillian is also working with several doctoral students at Georgia on a project examining individual-level and team-level predictors of effective teamwork behavior. A related interest is understanding the factors related to an individual's reaction to organizational change efforts involving the implementation of work teams (Eby, Adams, Russell, & Gaby, 1996).

#### **Industry Interest in Diversity Issues**

Lillian's consulting activities have provided an outlet for her to apply this

research to help organizations adapt to an increasingly heterogeneous workforce. For example, she was recently asked to present her research on spouse employment issues for trailing spouses to the Pentagon's Family Policy Coordinating Committee. Her work on gender differences in reaction to job loss and the dilemmas dual-earner couples face when contemplating relocation has been featured in local, regional, and national news outlets, including *The Wall Street Journal*, *USA Today*, and the *National Business Employment Weekly*. While completing her doctoral work, Lillian was also involved in developing and delivering diversity awareness training, assessing individual reactions and resistance to implementing work teams, and developing training to help employees and managers cope with large scale organizational change.

### Training, Work, and Educational Experience Diversity in Employees

**Dr. Charles (Chuck) E. Lance** is Associate Professor, Vice President of Organizational Research & Development, Inc., and President of the Atlanta Society of Applied Psychology. Chuck's research interests include performance appraisal, training, relations between life at and away from work, and structural equations modeling. One area that Chuck has investigated is lateral cross-job retraining. This training is increasingly important as employees in organizations are facing greater changes. Moreover, many employees may not have competitive skill sets due to differential access to training and development experiences, diverse work experiences, and varied educational experiences. Thus, within any given organization there may be vast differences between employees in terms of skills and technical expertise. Lateral cross-job retraining is one strategy for addressing such personnel imbalances. Theoretically, cross-job retraining should be easier to the extent that the new job builds upon previously acquired job skills. Lance, Kavanagh, and Gould (1993) (LKG) developed a methodology for estimating cross-job retraining times (XJRTs) based on analysis of cross-job transferability of skills in terms of jobs' differences in skill contents and learning times. Generally, this stream of research indicates that training allocation decisions are supportable both in government and the private sector, based on analysis of cross-job transferability of skills and the estimation of cross-job retraining times (see Henderson & Lance, 1996; Kavanagh, Lance, Gould, McDonald & Black, 1996; Lance, Mayfield, Foster, Stokes & Mecham, 1991; Lance, Mayfield, Gould & Lynskey, 1991; Lance, Mayfield & Gould, 1993).

### Cross-Cultural Differences in the Relationship between Overall Life Satisfaction and Life Facet Satisfaction

Another area of Chuck's research is the relationship between overall life satisfaction and satisfaction with multiple life facets (including work). His

early work showed strongest support for a bi-directional model compared to models where overall life satisfaction either predicts or is predicted by multiple life facets (Lance, Clack & Michalos, 1995; Lance, Lautenschlager, Sloan & Varca, 1989; Lance & Sloan, 1993). In a study in press (Mallard, Lance & Michalos), the generality of these findings was examined in samples of college students representing 32 different countries. While there was global support for the bi-directional model, samples from various countries varied considerably in terms of the specific relationships. Ongoing work is aimed at understanding how cultural factors affect the salience of various life facets (including work) and relations between overall life satisfaction and life facet satisfaction.

### Team Composition Effects on Decision Making and Performance

**Dr. Robert Mahan's** current research areas are applied cognition, judgment and decision making, and synthetic task development. For the past several years Rob has been pursuing the connection between occupational stress and complex decision making within the context of around-the-clock industrial operations. Taking an individual differences (ID) approach, Rob has found that research combining stress and complex judgment and decision making paradigms is producing outcomes not specified in the models of either research domain (see Mahan, 1991; 1992, 1994a, 1994b, 1994c, in review). Understanding the effects of occupational stress on multi-information integration tasks, situational awareness measures, and other complex cognitive behaviors are highly relevant for today's automated work environments, although they remain relatively unknown. Rob has extended this research orientation to include team decision making where a focus has been placed on team composition and occupational stress factors. Adapting some of the work of Hollenbeck, Ilgen, Sego, and Hedlund (1995), Rob is using a distributed hierarchical decision simulation to study how gender affects the dynamics of performance among team leaders and subordinate team members. Rob is simulating military work scenarios that require teams to sustain the performance of command and control judgment tasks for prolonged periods of time.

### It May Not be "a World for the Young" Afterall

Although, there are well documented laboratory studies showing a variety of component processing cognitive decrements in older subjects, there is a surprising absence of research evidence demonstrating reliable relationships between age and work performance (see Park, 1994). One explanation may be associated with the kind of cognitive processing that is typically demanded in applied decision environments. In pilot research funded by the National Institute of Aging and the University of Michigan Gerontology Center, Rob

has found that when older subjects are required to execute intuitive organizing principles (intuitive cognition) as opposed to analytical organizing principles (analytical cognition), older subjects do as well (and sometimes better) than their younger counterparts. The arguments advanced in this work are based on the idea that applied work environments call on intuitive cognitive skills that are context dependent and experience-based, and these skills favor older workers. In contrast, traditional aging paradigms require working memory intensive analytical skills that are context independent and formal, and favor the occupational power of the young (Mahan, in process).

#### Support Systems that Adapt to Individual Differences

Rob is also investigating the concept of smart decision support systems that can adapt to variables shown to be related to cognitive behavior (e.g., cognitive style, age, gender). Further, Rob is conceptualizing a smart computer interface that can compensate for psychophysiological state changes (e.g., arousal) in cognition induced by sustained and/or continuous work. This latter research has been funded by the Air Force Office of Scientific Research and the Office of Naval Research and complements behavioral and psychopharmacological approaches currently used by the military as countermeasures against sleep loss and fatigue (Mahan et al., in review; Mahan, 1995).

#### Biodata-Based Workgroups

**Dr. Garnett Stokes** is Professor of Psychology and Chair of the Applied Psychology Program. She is primarily interested in investigating the role of individual differences, particularly differences in life experiences, in predicting life paths into adulthood and the world of work. One area of research concerns the usefulness of biodata subgroups for composing work teams. One study formed workgroups on the basis of adolescent and college life experiences (Toth, Cooper, Reddy, Thompson, Crowley, & Stokes, 1994; Toth, Crowley, & Stokes, 1994). Subgroup membership was associated with observer ratings of group effectiveness and group cooperativeness. Further research on the use of biodata for composing work teams is planned.

#### Diversity and Occupational Choice

Dr. Stokes has also worked to understand the role of individual differences in predicting occupational choice. Examining individual differences in the context of occupational choice provides important insight into diverse groups' career experiences. Personality and life experience variables have been investigated, and her findings show that both play important roles in the predic-

tion of occupational group membership in middle adulthood. In a study conducted with Andrea Snell at the University of Akron, she showed that several adolescent biodata factors were excellent discriminators of 18 occupational categories based on a grouping of adult jobs 12 to 17 years following college graduation (Snell, Stokes, Sands, & McBride, 1994). A follow-up study demonstrated the value of college and post-college experiences in determining later occupational attainment for men and women (Stokes, Boyle, Nio-Woods, & Snell, 1995). In two later studies, personality variables (Big Five dimensions and other variables) were used to differentiate the same occupational categories (Stokes, Gatewood, Barroso, Hecht, & Boyle, 1996; Stokes, Boyle, Hecht, Crowe, Barroso, & Gatewood, 1996). The personality variables were very important in distinguishing members of various occupational groups, and the results varied for men and women.

#### Column Mission and Call for Contributions for Upcoming Columns

My goal for this column is to discuss the future of practice and research related to work and the workplace. I'd like to include perspectives from outside North America as well. To this end, I hope that, no matter where you are in the world, you will e-mail, call, write or fax me (see contact information below) with your suggestions, views, requests and contributions (the name of an organization or academic department I can profile in a manner consistent with the goals of this column, newspaper clippings, company program pamphlets, news of research-in-progress, experience with OD and HR strategies/programs and any other information—nothing is too small). I would also be interested to hear what types of information you would like me to share with you from the Australasia region.

Please send any information relevant to the points discussed in this column along with your ideas for future topics to me at: Graduate School of Management, The University of Queensland, Brisbane, Queensland 4072, Australia; Phone: (07) 3365-6747; FAX: (07) 3365-6988; INTERNET: C.Harte@gsm.uq.edu.au.

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## From Both Sides Now: Publishing in the Social Sciences

Allan H. Church

Publishing in the social sciences is a nasty business. You spend months and months (and sometimes even years and years) sweating, toiling, and pouring your heart into a paper. You have colleagues read it, you talk about it at cocktail parties, you tell your family about it until you are blue in the face. Finally, the day of completion comes. You know it's not quite ready, but it is time nonetheless to send it off into that black hole known only as "the peer review process." It takes months, sometimes years, but you wait patiently, hoping against hope that your life's blood—your opus—will actually be read, appreciated and yes, yes, accepted by a select group of your "peers" at some prestigious journal. Suicide or murder (depending on the strength of your self-esteem) seem to be the only solutions when you receive that inevitable letter of rejection. Of course, the blow is often softened with the phrases like "Thank you for allowing us to consider your manuscript for possible publication in the XXX journal. Please think of us as an outlet for your future work." Meanwhile, based on the tone of the reviewers' comments, you have to assume that the letter is really saying "We can't believe you wasted our time with this garbage, we hope we never hear from you again." The final straw comes when at a later date you examine a copy of the same journal only to find either (a) a paper similar to your own but written by more "accepted" (read well-connected) authors, or (b) a piece of work that, in your esteemed opinion, isn't worth the paper on which it is printed.

While this scenario is perhaps a bit exaggerated and overly cynical, it is nonetheless a caricature of a common enough experience of the journal submission/publishing process in our field. Of course, there are other scenarios as well. For example, sometimes the cards fall the other way, and that really bad paper you wrote winds up getting accepted outright somewhere. Another path is the one where you receive a promising offer for a revision—"if you can address these issues we would be very interested in seeing a revision"—only to have the revision that you worked so hard on receive even more negative reviewer comments than the first version.

Moreover, although we all know that editors and reviewers have typically been "trained"—if you can call it that—to be critical but constructive in their comments to prospective authors, it definitely does not always work that way. Not that I have not been guilty of providing some over-zealous criticism myself, you understand, when serving as a reviewer. This tendency to be critical, however, can be very inviting for reviewers. As Scott Adams (1996) has noted "it can be very satisfying...you get to savor the experience of shredding another person's ego while taking no personal risk" (p. 46). The fact is that sometimes the paper review process can be painful to the author's ego. One

of the most negative comments I have ever received, for example, concerned a model I was attempting to describe in greater detail. This relatively meager contribution, I admit, was nonetheless met with the following statement from the editor of a respected peer review journal—"From all theories I respect, this is a profoundly incorrect concept."

The point is that publishing in the social sciences is anything BUT a science in and of itself. Take the "blind peer review process," for example. A recent study (Beyer, Chanove, & Fox, 1995) in *AMJ* of 1400 *AMJ* potential manuscripts found that while peer reviews typically are in fact blind, there are a host of other variables that can enter into the acceptance equation, including biases on the part of the editor who is usually not blind to the authorship of the submissions. Another issue in the peer review process is the fact that some peers' reviews are more important than others (e.g., Epstein, 1995). It can be quite perplexing to receive two reviews—one raving and one scathing—only to read in the editor's letter that the reviewer who didn't like your paper is one of his or her more important ones. As one anonymous researcher commented to me in response to a post on the ODCNET and IOOB-L newsgroups—"My wish for the publication process is to see editors strike an optimal balance between relying on reviewers' opinions and exercising their own authority to publish papers. On the whole I don't think there has been enough open discussion about how editors should make these decisions. Clearly the editor should give a lot of weight to esteemed reviewers, yet these same reviewers have the strongest vested interests or biases. These reviewers also have clout that seems to intimidate some editors. My simple request is: Make a decision in a context established by the field (in terms of how much latitude for decision making)."

Other issues and research concern the dissemination process as well. For example, Marc Levine is currently working on his dissertation at the California School of Professional Psychology in Alameda, looking at the institutionalized practices of publishing in the social sciences, including distortions in research findings and their subsequent citations in textbooks and/or in the popular management press. Of course, who knows if and/or where that will eventually be published! Given the importance of having publications in our field—either in the search for the Holy Grail of tenure or for professional credibility with clients and colleagues—I thought it would be interesting to see what others had to say about the entire publishing process, from soup to nuts. More specifically, I asked this issue's contributors to *reflect on the process of publishing in the social sciences* from their own experiences in their given role: that of the editor, the reviewer, and the author, rather than focus on a specific question, as is usually the case.

Gary N. McLean, Professor and Coordinator of Human Resource Development and Professor of Business and Industry Education at the University of

Minnesota, provides the first set of comments (and tips) for this forum. I asked Gary to address the issues of publishing from the voice of the *Editor*.

### Refereed Journals in the Social Sciences: An Editor's Perspective

Gary N. McLean

To speak to this title, I can only rely on my own experience as an editor beginning in 1984 as a Consulting Editor with the *Journal of Education for Business (JEB)*, a position in which I continue today, with 6 of those years spent as Executive Editor. In 1989, I had an incidental role in the birthing of the *Human Resource Development Quarterly (HRDQ)*, sponsored by the American Society for Training and Development (ASTD) and published by Jossey-Bass. I served for 4 years as Associate Editor and am now entering my fourth (and final year) as Editor. Beginning with Volume 8, the journal will be co-sponsored by ASTD and the Academy of Human Resource Development. I also served one term as Chair of the Editorial Board of the *Journal of Vocational Education Research*.

Of all the changes I have seen during this time, perhaps the most significant has been the acceptance of a much wider range of research methodologies. It was clear in the early 1980s that only positivistic research was acceptable, with perhaps an occasional submission of a case study or review of the literature manuscript. Today there are interpretive, critical science, policy analysis, and meta-analysis manuscripts, among others.

A second change has been an increase in the number of manuscripts received from consultants and academics who are from schools that are not research institutions. Some consultants see publication as a way of "advertising" themselves. Academics from schools that do not have a tradition of requiring research from their faculty are now often under pressure to publish because more and more of these institutions are seeking accreditation. Because these two groups do not have an extensive publishing history, it is usually more difficult for them to have manuscripts survive the referee process. Consultants often lack socialization in "academese;" they are used to writing so their clients can understand them, but such language is not always what is sought by reviewers of academic manuscripts. I have also been surprised at how many consultants blatantly market their products or services in their articles—clearly not acceptable. With both groups, compassionate, understanding reviewers and an editor who is willing to work hard and long with the authors can often salvage a manuscript. But then, the challenge to the editor is to provide the difficult feedback in such a way as to encourage rather than discourage the author. Of course, the bulk of manuscripts that I see are not from seasoned researchers; they still tend to be from those who are seeking promotion and tenure.

A third change has been the proliferation of (and death of some) journals in all fields, but especially in the social sciences. Each time a new journal that appears to be competitive comes on the market, I hold my breath, expecting the flow of manuscripts and the number of subscriptions to fall. In the case of *HRDQ*, the result on both counts has been positive. Manuscript flow at present is the best it has been in its 8-year history. And given the recent decision of co-sponsorship and a change in membership benefits, subscriptions during this past year have almost tripled, to over 4,000. The *JEB* during this time has survived by successfully making a major change in the target audience, from secondary and 2-year post-secondary business programs to all post-secondary business programs. Clearly, the result of the growing numbers of journals has been greater numbers of manuscripts published and more journals sold (whether or not they are read). It will be interesting to see the impact of the fledgling electronic journals.

How can authors increase the possibility of publication? Every manuscript has its own idiosyncrasies. Having said that, however, there are definitely things authors can do to improve the odds of having their manuscript selected. Based on my review of over 300 manuscripts submitted to the *HRDQ*, and at least 100 more to the *JEB*, here are my suggestions for handling the most frequently occurring problems faced by authors. Some are easily remedied; others are more difficult.

1. Use the format specified by the journal, no matter how inappropriate you believe it to be or however unfamiliar you may be with the style. *HRDQ* requires the use of the fourth edition of the *Publication Manual of the American Psychological Association* (American Psychological Association, 1994). It has been quite amazing to me how many authors totally ignore this requirement. When manuscripts are returned to be put into this format, the revisions often come back incorrectly using the specified style. It is difficult to believe that authors actually think that editors will do this for them.

2. Have your article edited by someone with excellent writing skills, even if you have to pay for it. Often, we receive reviews back from reviewers with negative recommendations for publication, yet the comments made hardly address content. The writing is often so poor that reviewers are not able to see past it.

3. Review guidelines before submitting the article: How many copies are required? To whom are the copies to be sent? What is required to insure a "blind" review? For, example, we request a separate title page that can be removed prior to blind review, and all references to "my work" or any other internal references that would provide clues of authorship must be removed. Failure to follow these guidelines can add measurably to the time required for the review process. It also seems to make sense to review several issues of the journal before submitting manuscripts. It amazes me how many authors have

obviously never seen a copy of the journal to which they are submitting a manuscript.

4. Make the relevance to the primary focus of the journal clear and explicit. Our experience is that we receive many manuscripts that are implicitly appropriate for publication in the *HRDQ*, but the authors leave it up to the reviewers, and ultimately the readers, to make the connection to the field of human resource development. We want such connections to be explicit.

5. Describe methodology completely. Readers should not be left guessing about what was done or why it was done. This section doesn't have to be lengthy, it just has to be complete.

6. Avoid the formalities of a dissertation. Over the years, traditions have developed about the format and structure of a dissertation. Because most graduate students do not get the experience of writing for publication, their own model for writing continues to be the dissertation. Such structure is not appropriate for a published article. Potential authors are, hopefully, subjected to reading lots of journal articles. These should be examined prior to writing for publication. As just one example, hypotheses are rarely listed in a journal article and they often are in dissertations.

7. Be internally consistent with the methodology of your study. If your methods section indicates that certain steps were followed, the reader should legitimately expect that the findings would reflect these steps. If a qualitative study is described, then one should expect to see this methodology carried out throughout the article.

8. If your study is positivistic, and you want to generalize your findings, be sure that the population is defined, your sampling is described, and your sample is adequate. Response rate also has to be adequate, or the burden of the argument is on you to make the case for its acceptability.

9. In positivistic studies, you must provide reliability and validity data. These are not optional requirements; they are essential in supporting the appropriateness of the findings presented.

10. If your manuscript includes statistical analyses, be prepared to provide a computer disk of your raw data. All our statistical manuscripts are reviewed by a statistical reviewer. If a computer disk is available, assumptions behind the statistical tests can be checked and alternatives explored. If the disk is not available, long, complex letters may be required, and both parties may be left discontented with the results.

11. A qualitative study is not an excuse for a lack of rigor. In some ways, there is still a struggle going on about what criteria to use in evaluating a study that does not use traditional positivistic approaches. Our experience with reviewers, however, is that there is a belief that qualitative articles do not generally meet quality standards—not because qualitative articles are less acceptable for publication (they aren't), but because the same rigor is often not applied.

12. Respond to the editors' feedback quickly. We make detailed recommendations to every author on ways in which the article can be improved. It then becomes the author's responsibility to respond to those suggestions, either by incorporating the changes into the manuscript or by telling the editors why those suggestions are not appropriate and why they have not been taken. Getting the revisions back to the editors quickly can also enhance the probability of publication. In any case, it will definitely be given faster consideration.

I would be pleased to receive manuscripts from potential authors. Take a look at our journals, and, if they fit, contact me, and I will see that you receive the author guidelines.

### A Reviewer's Perspective Mike Harris

Mike Harris, associate professor of management at the University of Missouri, St. Louis, provides his comments and reflections from the voice of the *Reviewer*. He highlights some of the contradictions inherent in the process. Mike has served as a reviewer for a number of academic journals, including *JAP*, and is currently the senior associate editor of the *International Journal of Organizational Analysis*.

Research publications play a significant role in the field of I/O psychology. In addition to their potential influence on organizational practices, court cases, and public policy, the careers of many academics are affected by their research publications (or lack thereof). Placed in that light, the process by which a manuscript is accepted or rejected for publication becomes of great interest. I will address this process from the dual role of a reviewer and an acting (associate) editor. I would also like to point out that I do not believe that my views are necessarily among the most popular or the most widely held; while some of you agree with a few of my assertions, others among you may disagree vehemently. In the final analysis, however, I believe that reviewing/editing is a fairly subjective process, and that ultimate conclusions about what is "good research" are subject to debate. Given these comments, I make the following observations.

1. *Reviewers do not always agree with each other.* At a certain point in time, it began to concern me that my reviews did not always agree with those of other reviewers. This seemed particularly true with regard to the most subjective aspect of the review: the perceived value of a paper. I was a reviewer on one paper, for instance, where the editor declared to the author that she/he had never seen such a large difference in opinion among the three reviewers. But there is plenty of research in the performance appraisal area indicating that different raters do not perfectly agree in their ratings, so there is little reason to believe that reviewers will always agree. It would be rather

interesting for someone to conduct a policy-capturing study to see what might account for reviewer differences. Is it, for example, that some reviewers assign differential importance to certain features (e.g., whether the study had tight controls) compared with other features (e.g., how realistic the study was). Long ago, when I was in graduate school, one of my professors said to me that every study has a flaw. Perhaps certain reviewers are more willing to overlook certain flaws than other reviewers will not overlook.

2. *Reviewers don't always indicate how they feel in their comments to authors.* One thing that I have discovered in the role of an acting (associate) editor is that reviewers' comments to authors don't always reflect their "bottom line" recommendations. In my role as an acting editor, I have actually had some reviewers whose comments to the authors sounded fairly positive, while their actual recommendation was quite negative. Not only do I think the author would be quite confused, but it may be rather difficult for me to explain my decision as an editor. This simply makes it difficult for all parties involved to understand what is going on. Of course, for those very rare outstanding papers, it is possible that a short review is in order. In most cases, however, there is plenty of room for comments and suggestions. In the few cases where I, as a reviewer, had little to say, I have usually included some kind of note to the editor explaining why I had so little to say. That, in my opinion, would be helpful, especially if the reviewer had never reviewed before for that particular editor.

3. *The editor's role is not what they may have told you in graduate school.* When I first began doing research, I thought that the editor's role was to assign reviewers, combine their comments in a thoughtful manner, and act as a neutral judge who makes a decision based on the arguments presented by the reviewers and the authors. As a reviewer over the last 10 or so years, however, I have seen more editors act as the third or fourth reviewer. I'm not saying this is necessarily wrong; either my initial impression was incorrect or some editors have defined their role differently. I do think that this is something that new researchers should be aware of, though. So, while it is true that editors can only work with the manuscripts they receive, I think that many editors take a much more proactive position in making acceptance/rejection decisions. I used to believe that my papers would fare somewhat differently depending on which reviewers they were sent to; I now believe my papers will be somewhat affected by which editor will make the ultimate decision as well.

4. *If at first it doesn't get accepted, try, try, and try again (at different journals).* When I first finished graduate school, I met some peers who had been out several years longer than I had who told me that they had never had a paper rejected! You can just imagine my reaction to the first few rejections that I received. Since that time, I have talked with some of the top researchers in the field and discovered that they don't bat 1,000! I have also talked

with some peers who had a paper that was initially rejected at a lower-level journal, which they then submitted to a higher-level journal, and the paper was then accepted! As for the strategy of following through with a request for a revision, I have read that at least in some journals about half of those papers for which a revision is encouraged are ultimately accepted. That is probably true, based on my own experience. But, authors, beware! About half are ultimately rejected, too! And my own experience, as well as the experience of others with whom I have talked, is that while you may think you have addressed all these concerns, the reviewers and editors may believe otherwise. On that basis, I believe that someone who revises his or her paper, only to find it rejected, tends to be more upset than someone whose paper is rejected in the first round. My suggestion is that editors be as clear as possible about the probability that a revision will turn out to be acceptable.

5. *Research is still a great deal of fun.* Despite the issues raised, I believe that research and publishing is still a very exciting, engaging, and rewarding activity. A number of years ago, I described to a graduate student how a research project is similar to an archeological dig I participated in near Jerusalem. Despite the fairly intense and tedious work, I was fascinated by the possibility that at any moment I might discover a rare coin, art object, or other item of great interest. The truth was that only occasionally was an "article" (pun intended) of any real interest found. From time to time, various interesting looking objects were uncovered, but according to the archeologists, they were just junk (for example, some exquisite shards of glass that were about 500 years old were simply thrown away). Perhaps the most valuable object I found in 3 or 4 days of work was a rather ordinary looking piece of pottery. The archeologist who examined this piece, however, said it was alabaster, which was quite rare in the region. I believe that conducting research is similar in many ways to my experience in this archeological dig. We don't always know what we have found until the independent reviewers examine our research. Though we might think it is beautiful and important, we are sometimes mistaken. One should always retain the excitement of never knowing in advance what will be found. At the same time, some areas in which one digs are more likely to provide success than other areas. Nothing substitutes for hard work. The bottom line is that you should have fun doing the work, no matter what you find, particularly if your research fails to result in a publication.

#### An Author's Perspective Bill Kahnweiler

Our final set of comments come from Bill Kahnweiler, associate professor of human resource development at Georgia State University, Atlanta. Bill takes the perspective of the *Author*, drawing on his experience of having over

50 articles published in both academic and applied journals. Some of his stories may sound very familiar.

Here are some war stories that are part of my experience as an author, for both academic and practitioner-oriented publications. I've had a couple of experiences that were really frustrating. In one instance, the editor of a refereed journal sent back a 3-page, single-spaced letter detailing the revisions to a manuscript a colleague and I had submitted. The problem was not so much the number of revisions requested; it was understanding any one of them. My colleague and I read and re-read the letter about 5 times, and after each read, we became more confused. We decided to call the editor, as it seemed that doing the same ineffective activity (reading the editor's letter) over and over again was not working. Perhaps this was one of those "great in theory/poor in reality" ideas. The more we asked the editor what we thought were pointed, closed-ended questions, the more confused we became. But there is a happy ending to this saga. The journal changed editors and we got our manuscript published. I believe this journal is pretty well respected among scholars, and supposedly it's not an easy one in which to get published. I guess I had the silly, naive notion that an editor of such a publication would have had decent written and verbal communication skills. That was not my experience.

In another instance, a colleague and I submitted a manuscript for publication to an academic, refereed journal. Again, we thought this was a highly respectable and selective publication outlet for our work. My strategy has always been to "start at the top" and work my way down the hierarchy of journals if and when I got rejected. To make a long story short, the editor sent us a cordial and enthusiastic letter about a year after we submitted, asking us to make a few minor changes quickly, as he hoped to publish it soon. His suggestions were clear and very do-able within the time frame he requested. About 3 weeks after we had submitted our revision, we received another letter from him asking for additional revisions that had nothing to do with the ones he asked for the first time. Again, they were clear and do-able, and we completed them. About 2 weeks later, the same deal. This process went on for about six rounds. We'd respond to his requests, and he'd come back with, "Thanks. Good job. Now do these things." One of his requests was for us to cite the works of a person who just happened to be on the editorial board, and may have been one of the blind reviewers of our work. This person's work was related to ours in that it dealt with the HR function in organizations, however, that's where the similarity ended, at least to me and my colleague. This experience left me skeptical about the integrity of the entire process of "knowledge dissemination," as well as becoming even more cynical than I already was about what it takes to get published in scholarly journals.

It's not always this way, however. I have had experiences as an author that were about as different as they could be from the ones noted above. For example, on two separate occasions with two different publications, I was in-

formed about 3 weeks after submitting a manuscript that it was accepted word for word, with no revisions requested. I'd be the last to claim that this was due to the extremely high quality and/or importance of the manuscript. I believe both these journals were hard up for manuscripts and I just got lucky. As an aside, my experience with some practitioner-oriented publications is that the editors tend to make more changes to your work without your prior knowledge or consent, compared with editors of academic journals.

I believe getting published, or even trying to get published, is in many ways an act of arrogance. You are in effect saying, "I think what I have to say is so good and so important that it needs to be printed for others' use." Then again, I like to remember how many people actually read (much less enjoy or find useful) our portrayals of wonderful ideas, leading-edge research, and innovative practices. In the greater scheme of things, it's not a big deal to get published. It feels good, and one's family might have one more thing to brag about when the conversation at cocktail parties needs a boost. Of course, for most people in professorial positions seeking tenure, I think the cliché "publish or perish," like all clichés, has some truth in it. One tool that helped me cope with the incessant pressure I felt to publish my proverbial rear end off was to realize that in many ways academic publishing is a game. I don't necessarily endorse the game or how it's played, but I don't make the rules and I'm not a journal editor. So my unsolicited advice to non-tenured, tenure track assistant professors is: Learn the rules of the game, accept them, avoid expending much energy on your feelings about them, and play the game as best you can.

Similarly, my summary statement to aspiring authors is to maintain your sense of humor throughout the publication process (or acquire one quickly if you don't have one), be persistent, and be resilient. By persistent and resilient, I mean that it's not necessary to become overly morose on receiving a rejection. Deal with it, accept it, and move on. There are plenty of publications out there. If one's written work can't find a home somewhere, it probably contains significant deficiencies.

## Conclusions

So, what can we conclude about the publishing process? As I think I stated earlier, it is not easy. What with inconsistent reviewers, the differences in style and presence of a given editor, and current trends in articles being published, you never know how it's going to turn out in the end. Yet, given the number of papers that are continually being rejected at *JAP*, *AMJ* or *Personnel Psychology*, there are clearly voluminous quantities of manuscripts in the queue for the remaining hundreds of other journals in the field. In fact, I would bet (although I don't have any data to back this up) that the sheer total number of papers being generated in I/O, OD, and OB have been steadily ris-



ing over the last few decades and that it will continue to do so in the near future as long as these respective fields remain popular, attractive and ultimately rewarding. Despite this, however, it does appear that the publishing process is probably a mixture of (a) writing skills, (b) research and/or theory orientation, (c) motivation to achieve, (d) professional name recognition, (e) timing, and (f) simple luck. I guess we need to use LISREL to really figure this one out.

In the meantime, however, if you have that "writing" bug in you, or if you are in a publish-or-perish situation, you might find some of the comments and suggestions listed above very helpful. As all three of these contributors noted, the keys to achieving a successful publishing career are playing by the rules and being persistent. It is important to remember, however, that people differ substantially in their definition of what constitutes a "successful" publishing career—e.g., is it 10 high quality research publications in top tier journals or 100 professional and practitioner-oriented articles in middle-level journals or non-peer-reviewed outlets? Either way, the importance of finding the right fit between your own work and what the editors and reviewers are looking for is undeniable. So, too, is the importance of being able to write effectively and in the appropriate style. For example, while I agree with Gary that many practitioners and consultants have difficulty converting their 24-point client presentations to the more esoteric nomenclature of academics, I would also argue that many academics have trouble writing (and sometimes even speaking) in simple English. Thus, beyond the trait of being persistent in trying to find a home for that paper, the primary directive, I would say, is flexibility in writing style. And remember to keep trying. I can tell you from personal experience that there is always a journal out there somewhere that will take that manuscript you've been working on.

Thanks to Gary, Mike, and Bill for sharing their comments and reflections on the publishing process. Thanks also to JW for reviewing this piece and to MZ for editing it. As always, if you feel the urge to communicate, however briefly, send your thoughts and suggestions to me at W. Warner Burke Associates Inc., 201 Wolfs Lane, Pelham, NY, 10803, (914) 738-0080, fax (914) 738-1059, or by e-mail at AllanHC96@AOL.COM.

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#### Biographies

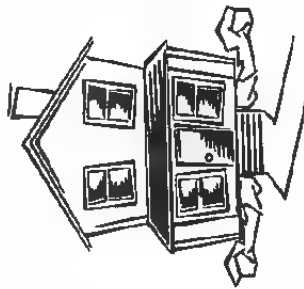
Gary N. McLean is a professor and coordinator of human resource development and adult education, as well as a professor in business and industry education, in the Department of Work, Community, and Family Education, College of Education and Human Development, University of Minnesota, St. Paul. Prior to his current position, Gary taught at Quinsigamond Community College, worked in the Research and Evaluation Office of the City University of New York, and was an instructor in Business Education at Teachers College, Columbia University. He has also worked as an independent consultant, primarily in training, OD, and quality transformation, for almost 25 years, serving as principal consultant with ECCO (Effecting Creative Change in Organizations). He was one of two consultants who began the quality journey with Zytec, 1991 winner of the Malcolm Baldrige and Minnesota Quality Awards. Gary received his M.A. and Ed.D. in business education from Teachers College, Columbia University, and his M.Div. from the United Theological Seminary. He is a frequent speaker and has written over 100 journal articles and 20 textbooks. He is editor for the *Human Resource Development Quarterly* and consulting editor for the *Journal of Education for Business*. You can reach Gary via e-mail at MCLEA002@MAROON.TC.UMN.EDU

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versity. His research focuses on employee involvement in decision making, innovative career development interventions, and leadership and consulting competencies of human resource professionals. He has presented papers at numerous national and international professional conferences, and published over 50 articles in both scholarly and popular outlets on these topics. Bill has also served as a reviewer for several human resource journals and consults with a variety of for-profit and non-profit organizations. Bill can be reached via e-mail at [EPSWMK@PANTHER.GSU.EDU](mailto:EPSWMK@PANTHER.GSU.EDU)

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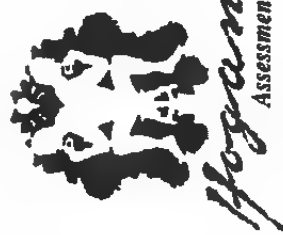
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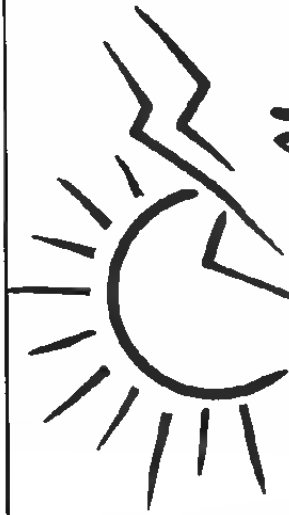
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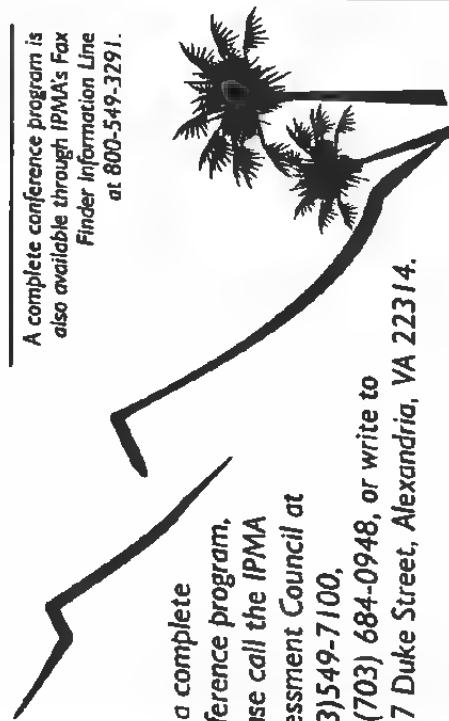
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## The Student Network

Greg E. Lovisecky  
The Pennsylvania State University

Bryan C. Hayes  
Old Dominion University

Before previewing this edition's Student Network article, we would like to recognize all the I/O psychology graduate students at Radford University, located in southwestern Virginia, for making this year's IOOB Graduate Conference a success. For those unfamiliar with the conference, IOOB (Industrial and Organizational Psychology and Organizational Behavior) is a vehicle designed specifically to allow graduate students to share research ideas, present qualitative, quantitative, and theoretical papers, and meet students with similar interests. The theme for this year's conference was "The Changing Workforce: Building Up or Breaking Down Organizations." Success of the conference was the result of great effort by the co-chairs, **David Cohen** and **Armand Spoto**, and literally every I/O graduate student at Radford, each of whom worked on at least one conference committee. The conference featured over 90 presentations, the most ever in IOOB history, by students representing over 25 universities from across the United States and Canada. Several new features that Radford implemented in this year's IOOB deserve special recognition. A Job Placement Service provided us with opportunities to meet with representatives from consulting groups and universities, providing students access to both internships and permanent positions. Also, the conference featured the first "IOOB Jeopardy" challenge. Teams of graduate students representing their respective programs competed in school-to-school competition, testing their knowledge in pursuit of the coveted First Annual IOOB Cup (we will report the winning program and "Cup Holder" in the July column). Also, on behalf of all conference participants we thank SIOP for sponsoring a reception in celebration of the society's 50th Golden Anniversary and special thanks to all the organizations who sponsored this year's conference, including Personnel Decisions International (PDI), Center for Creative Leadership, Brooks/Cole Publishing, SIOP, and the New River and Roanoke chapters of the Society for Human Resource Management. Thanks again Radford for a GREAT conference! Next year's conference is scheduled for Spring 1998 in San Diego, California and is being put together by the folks at the California School of Professional Psychology in San Diego. So mark your calendars now and plan to attend this fun, informative, and helpful event.

The following article summarizes the results of the Student Network Survey from last year. One of the survey items addressed a unique issue; the item asked respondents if they desire to have access to, and participate in, an elec-

tronic bulletin board for I/O graduate students. The sample reported great interest in having an electronic bulletin board; in response, plans for an electronic board are underway. Look for more information in the July column of the Student Network.

## Results of the Student Network Survey: Students' Backgrounds, Graduate Program Choices, Career Aspirations, and Graduate School Experiences

Greg E. Lovisecky  
Pennsylvania State University

Bryan C. Hayes and Alexis A. Fink  
Old Dominion University

A survey of current I/O graduate students was included in the July, 1995 edition of "The Student Network." The survey content was derived from interviews with SIOP student members in order to tap into issues that both graduate students and faculty may find interesting. The survey results are summarized into four sections. The Background Information section provides a "snap-shot" of the current population of I/O graduate students. This information includes demographics, education, and work-related information. The Graduate Program Choice section reports which factors graduate students consider when making their decisions about which program to attend. The Career Aspirations section provides data on career objectives of current students and identifies factors used by students in making career decisions. The final section provides insight into the I/O graduate student experience of the 1990s.

In total, 88 SIOP student members provided usable surveys. We thank everyone who completed a survey, and even more thanks to those few who took it upon themselves to collect responses from their fellow program members. We hope you find this information interesting and thought provoking.

### Background Information

**Demographics.** The majority of respondents were female (72.7%), and Caucasian (Caucasian = 84.0%; African-American = 5.7%; Hispanic/Latino = 5.7%; Asian/Pacific Islander = 2.3%; 2.3% did not respond to this item). The average age of respondents was 27 years old ( $M = 27.07$ ;  $SD = 6.27$ ), and ages ranged from 22 to 51 years old.

**Education.** In terms of educational background, the sample was fairly evenly split on highest degree held (Master's = 46.6%; Bachelor's = 53.4%).

Although most of the sample had undergraduate training in psychology (79.5%), 10.2% held undergraduate degrees in business and 10.3% held degrees in a variety of other fields. Most respondents were enrolled in a Ph.D. program (Ph.D. = 75.0%; Master's = 22.7%; other = 2.3%). Students from all stages of graduate school were represented in the sample (first year = 14.6%; second year = 23.9%; third year = 22.7%; fourth year = 19.3%; fifth year = 8.0%; sixth year = 5.7%; seventh year = 1.2%; other = 4.6%). Most respondents (86.4%) reported that their plans are to earn a Ph.D., although 13.6% were seeking a Master's degree. Finally, the vast majority of students in the sample were enrolled in I/O psychology programs (I/O = 89.8%; Organizational Behavior = 3.4%; other = 4.5%; General Psychology = 2.3%).

*Professional experience.* In the April, 1995 "Student Network" column, Maahs and Major encouraged students to take advantage of the opportunities in graduate school to gain experience relevant to their career goals. It appears that students are doing just that. Although the overall level of work experience varied widely ( $M = 3.35$  years,  $SD = 4.93$ , range: 0 to 23 years), students seem to be preparing themselves for careers in academia or practice. A full two-thirds (67%) of the students had taught a college-level class. Regarding publication experience, the majority of students had not (yet) contributed to a published article, 34.1% had. About half (51.1%) of respondents had given a presentation at a professional convention. Students are also gaining applied experiences in a variety of ways. A full 78.4% of students reported that they received applied experience during graduate school, and that those experiences came in a variety of forms. The greatest percentage of applied opportunities occurred by means of internships (30.1%). However, students pursued a variety of avenues other than internships to gain applied experience, including practica (27.7%), extracurricular activities (20.4%), and others (e.g., assistantships, grants, and theses; 21.8%).

### Graduate Program Choice

We can all recall, probably with a little wince, the fairly grueling graduate school application process. We invested plenty of blood, sweat, and money in the process so that we could pursue our desired career paths. Once we sent the applications, we played the waiting game, received responses to our applications, and chose a program from those that accepted us. But on what factors did we base our decisions? We asked students to identify those factors used in making their choice of graduate program. The top factors reported by survey respondents were geographic location, availability of funding, and program curriculum. Of secondary importance were anticipated applied opportunities, program reputation, similarity of personal and faculty research interests, presence of a specific faculty member, and social climate of the program.

Two factors emerged as unimportant in the decision process: faculty publishing rate and availability of other options.

### Career Aspirations

*Academia versus applied.* The career aspirations portion of the survey was designed to allow students to report their preferences in terms of the desirability of career paths, as well as the factors that affect their career choices. Students responded to questions regarding desirability of four career paths: teaching in a private institution, teaching in a public institution, internal consulting, external consulting. Item responses were made by means of a 5-point Likert-type scale of agreement with 1 = *strongly disagree*, 3 = *neutral*, and 5 = *strongly agree*. We wanted to determine the percentage of those students pursuing the various career options. Therefore, we classified students based on their ratings; for example, a student rating "teaching in a public institution" with a 4 or 5 was classified as desiring a teaching career. As a result, 5 students were classified as desiring both a teaching and practitioner career. Overall, most students indicated a desire to consult (70.7%) with no strong preference for an internal over external position (internal  $M = 4.34$ ,  $SD = 1.03$ ; external  $M = 4.23$ ,  $SD = 0.98$ ). Fewer students indicated a desire to teach (29.3%) and those that did expressed a slight preference to teach in a public institution (public  $M = 4.32$ ,  $SD = 1.31$ ; private  $M = 3.82$ ,  $SD = 1.25$ ). These figures indicate a general trend of I/O students intending to go into practice versus academia.

*Influences of career choice.* The same 5-point scale response format was used to rate the extent to which five factors affected career choice: nature of work, job market/opportunities, job security, salary potential, and lifestyle. Across all respondents, all five factors were cited as important in making a career choice: nature of work ( $M = 4.54$ ,  $SD = 0.62$ ), lifestyle ( $M = 4.13$ ,  $SD = 0.92$ ), job market/opportunities ( $M = 4.05$ ,  $SD = 0.87$ ), job security ( $M = 3.81$ ,  $SD = 0.96$ ), and salary potential ( $M = 3.81$ ,  $SD = 0.90$ ). In addition, we tested whether students intending to be academicians used different factors to make career choices than those seeking careers as consultants. Only one difference emerged ( $F(1,87) = 3.71$ ,  $p < .10$ ); students aspiring to be consultants rated job market/opportunities as more important ( $M = 4.17$ ,  $SD = 0.78$ ) in making career decisions than students choosing academic careers ( $M = 3.72$ ,  $SD = 1.16$ ).

Previous Student Network columns have addressed the importance of building a portfolio of publications for students seeking academic positions (Greguras & Stanton, 1996) and the importance of receiving relevant experience for those students seeking applied positions (Sebolsky, Brady & Wagner, 1996). Survey respondents rated the perceived importance of graduate school accomplishments for achieving long term career success. Here, several dif-

ferences emerged between students seeking academic versus consulting careers. Students seeking an academic career rated a strong publication record ( $M = 3.82$ ,  $SD = 1.29$ ) and teaching experience ( $M = 4.18$ ,  $SD = 0.50$ ) as significantly more important ( $F(1, 87) = 16.12$ ,  $p < .05$  and  $F(1, 87) = 20.97$ ,  $p < .05$ , respectively) to their long term success than those seeking careers as consultants ( $M = 2.64$ ,  $SD = 1.09$  and  $M = 3.19$ ,  $SD = 0.96$ , respectively). Students seeking consulting careers rated attainment of applied experience ( $M = 4.72$ ,  $SD = 0.72$ ) as more important ( $F(1, 87) = 6.45$ ,  $p < .05$ ) than did those seeking academic careers ( $M = 4.14$ ,  $SD = 1.24$ ). It appears students are well aware of the criteria on which they will be judged and are selectively pursuing activities that will enhance their marketability upon graduation.

### Graduate School Experiences

**Common problems.** Certain obstacles are a part of the graduate school experience. Although these obstacles are different for each individual, we asked students to identify the extent to which they had experienced several common challenges. According to responses obtained using the 5-point scale of agreement, only adequacy of guidance ( $M = 3.30$ ,  $SD = 1.31$ ), quantity of work ( $M = 3.22$ ,  $SD = 1.32$ ), role conflict ( $M = 3.12$ ,  $SD = 1.28$ ), and ambiguity about requirements ( $M = 3.09$ ,  $SD = 1.21$ ) were problems for students. Other potential problems (time management, difficulty of work, lack of social support, and motivation) had means of less than 3.0, thus were not considered significant problems by the respondents.

**Satisfaction.** An additional set of questions asked respondents how satisfied they were with specific aspects of their educational career. In general, students felt that their undergraduate experience adequately prepared them for graduate school ( $M = 3.64$ ,  $SD = 1.32$ ). Also, they were generally satisfied with their graduate school experience ( $M = 3.61$ ,  $SD = 1.05$ ), although data indicated a potential negative correlation between satisfaction and year in graduate school ( $r = -.19$ ,  $p < .10$ ), indicating that more advanced students may be less satisfied with their graduate school experience. Additionally, students reported slight dissatisfaction with their socialization into their respective graduate programs ( $M = 2.89$ ,  $SD = 1.25$ ).

**Social lives?** The final portion of the survey addressed students' social lives. Faculty everywhere can rest assured that they are keeping us busy enough. Students reported that their social life had changed for the worse since entering graduate school ( $M = 4.03$ ,  $SD = 1.23$ ), but were fairly neutral in their overall assessments of their social lives ( $M = 3.08$ ,  $SD = 1.59$ ).

### Summary

Most I/O graduate students appear to come from undergraduate psychology programs, although a fair percentage are coming from business schools.

Most graduate students intend to achieve a Ph.D. The majority of students plan to enter applied jobs with no strong preference for an internal or external position. Consistent with this, the vast majority of students are receiving applied experience as part of their formal graduate training. Of interest is the finding that concerns about the job market and job opportunities was the only career choice factor that distinguished aspiring academicians from practitioners, with the practitioners putting greater emphasis on this variable.

Regarding factors that affected choice of graduate program, it was surprising that geographic location was the most highly rated of all items listed. However, other factors that may be under the control of faculty members (e.g., curriculum, availability of applied opportunities) were also rated as important to students. In addition, students reported being satisfied with their overall graduate school experience, but did not feel that they were adequately socialized into their graduate programs. This is a factor that both faculty and graduate students can influence. We hope that you have found the survey results both informative and interesting.

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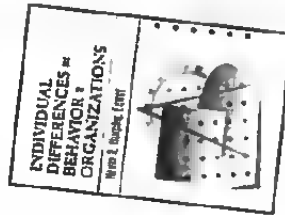
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## Individualism: The Only Cure for Organizational Racism

Edwin A. Locke

It is now taken as a virtual axiom that the way to cure racism is through the promulgation of racial and ethnic diversity within corporations, universities, government agencies, and other institutions. The diversity movement has many facets: diversity awareness, diversity training, diversity hiring and admissions, diversity promotions, and diversity accommodations (e.g., black student organizations and facilities at universities). The common feature in all these facets is: racial preference.

If diversity is the cure, however, why, instead of promoting racial harmony, has it brought racial division and conflict? The answer is not hard to discover. The unshakable fact is that *you cannot cure racism with racism*. To accept the diversity premise means to think in racial terms rather than in terms of individual character or merit. Taking jobs away from one group in order to compensate a second group to correct injustices caused by a third group who mistreated a fourth group at an earlier point in history (e.g., 1860) is absurd on the face of it and does not promote justice; rather, it does the opposite. Singling out one group for special favors (e.g., through affirmative action) breeds justified resentment and fuels the prejudices of real racists. People are individuals; they are not interchangeable ciphers in an amorphous collective.

Consider a more concrete, though fictional, example. Suppose that since its creation in 1936, the XYZ Corporation refused to hire redheaded men due to a quirky bias on the part of its founder. The founder now dies and an enlightened Board of Directors decides that something "positive" needs to be done to compensate for past injustices and announces that, henceforth, redheads will be hired on a preferential basis. Observe that: (1) this does not help the real victims—the previously excluded redheads; (2) the newly favored redheads have not been victims of discrimination in hiring, yet unfairly benefit from it; and (3) the non-redheads who are now excluded from jobs due to the redhead preference did not cause the previous discrimination and are now unfairly made victims of it. The proper solution, of course, is simply to stop discriminating based on irrelevant factors. Although redheaded bias is not a social problem, the principle does not change when you replace hair color with skin color.

The traditional and essentially correct solution to the problem of racism has always been color-blindness. But this well-intentioned principle comes at the issue negatively. The correct principle is *individuality awareness*. In the job sphere there are only three essential things an employer needs to know about an individual applicant: (1) Does the person have the relevant ability and knowledge (or the capacity to learn readily)? (2) Is the person willing to

exert the needed effort? and (3) Does the person have good character, for example, honesty, integrity?

It will be argued that the above view is too "idealistic" in that people often make judgments of other people based on non-essential attributes such as skin color, gender, religion, nationality, and so forth. This, of course, does happen. But the solution is not to abandon the ideal but to implement it consistently. Thus, organizational training should focus not on diversity-worship but on how to objectively assess or measure ability, motivation, and character in other people.

The proper alternative to diversity, that is, to focusing on the collective, is to focus on the individual and to treat each individual according to his or her own merits. Americans have always abhorred the concept of royalty, that is, granting status and privilege based on one's hereditary caste, because it contradicts the principle that what counts are the self-made characteristics possessed by each individual. Americans should abhor racism, *in any form*, for the same reason.

With a few heroic exceptions, such as Nucor and Cypress Semiconductor, which have defied quota pressures, business leaders (following the intellectuals) have been terror-stricken at the thought that there is any alternative to diversity. Their belief—that you can cure racism with racial quotas—is a hopeless quest with nothing but increased conflict and injustice as the end. It is time that business leaders find the courage to assert and defend the only true antidote to the problem of racism: individualism.

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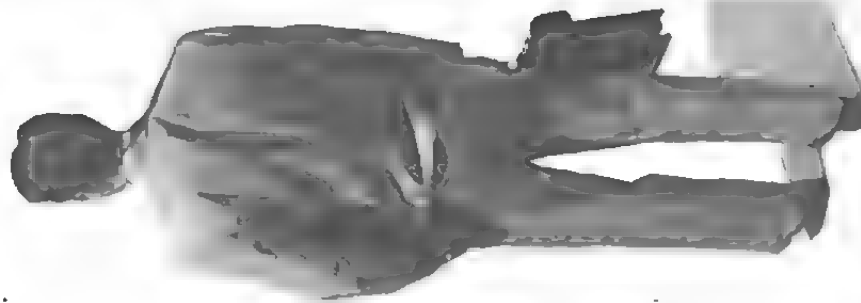
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## The Launching of IOINTERN into Cyberspace

Elliot D. Lasson  
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University of Baltimore

The Graduate Program in Applied Psychology at the University of Baltimore would like to announce a new Internet resource to the I/O Psychology community on the information superhighway. IOINTERN was developed as a way of helping I/O students who are on local or remote internship assignments to share ideas and internship experiences (good ones and not-so-good ones), ask questions, and network with other interns, faculty, and HR practitioners (usually graduates of the program). Often, an internship can be a lonely world for a graduate student placed in a "real world" environment, in which "I/O" is a computer term. It is designed to be a public forum in a broader sense than just the intern and his/her supervisor. Subscribers are encouraged to post their inquiries on IOINTERN, and summarize the replies on IOINTERN.

In addition, students who are involved in their master's theses and doctoral dissertations are also encouraged to post questions and bounce ideas off of other subscribers, particularly where they are relevant to his/her internship. The exchange of ideas among colleagues around the globe will provide diverse perspectives on many issues.

This LISTSERV is moderated by a University of Baltimore faculty member to ensure that everyone behaves themselves.

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## ARE YOU A FINCH OR A HUMMINGBIRD?

Jim Morrison

To rest and refresh after a national disaster experience, I sought refuge and solace at our get-away lake house in the Ozarks. After a swim, and while enjoying a good scotch and water, I relaxed and tuned into the flora and fauna surrounding me. On the finch feeder, our golden friends were busily pecking away at the niger seed, sometimes as many as eight birds filling the eight perches. No matter, they seemed not to notice the other occupants and tended to their own nurture. Once in a while another finch might sit on a nearby branch waiting patiently for an opening, but not for long. A gentle nudge was sufficient to get one of the finches on a perch to gracefully give way to the unserved one.

But the action on the hummingbird feeder was entirely different. Actually, there were two feeders, because earlier I had seen when there was one feeder there was most frequently a boss hummer that didn't have time to do much sipping because it was constantly driving other arrivals away. The aerobatics would have put a jet fighter pilot to shame. The speed of the pursuit, the sharp angled twists and turns were a spectacle to behold. To stop this, I installed a second feeder a short distance away, and now we had eight feeding positions. Surely, the hummers would quit the senseless acts chasing their colleagues away from such a rich and plentiful source of nourishment. But, no, whoever was the momentarily dominant bird still tried to drive all comers from both perches!

The contrast is striking. Finches collaborate, hummingbirds compete. In human groups, we observe the same range of collaboration/competition. What point on the spectrum a given team on a disaster assignment falls, depends largely to my thinking, on the team leader, or manager. Understanding the backgrounds and strengths of the mental health workers is the first need, then making assignments accordingly will go a long way toward building individual and team morale. When, as is sometimes the case, the numbers of mental health workers far outstrip the possible number of assignments available, the manager's leadership skills are called on to divide the work equitably among team members. The same situation provides an opportunity for the more experienced members to give specialized training to the "first timers". And, there are innumerable other ways to optimize utilization of all the team members, and, therefore, optimize satisfactions of volunteer MH workers leaving the disaster experience.

Let's emulate the finches, not the hummingbirds.

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## **Report of the SIOP Election Committee**

**Kevin R. Murphy, Chair**

The results of the 1996 SIOP election were announced at the Winter meeting of the SIOP Executive Committee (Feb 7-9). Elaine Pulakos has been elected President, Jeff McHenry has been elected Financial Officer, and Jeanette Cleveland has been elected Member-at-Large of the Executive Committee. Newly elected officers begin their terms in office (in Elaine's case, as President-elect) at the end of this year's Annual Conference. The election for Representative to APA Council is conducted separately by APA; you should receive ballots from this election later this year.

This election was notable for the high level of involvement of SIOP members. We received 124 nomination ballots, and 132 SIOP members were nominated for one or more offices. Over 1,000 completed ballots were returned (the 1996 APA Membership Directory lists just under 2,300 members and fellows), giving us a turnout that compares favorably with national elections. Many SIOP members commented on the quality of the slate of candidates for all offices, and I think that the high quality of the ballot was a significant factor in the robust turnout. Congratulations and thanks are in order for everyone who was listed on the 1996 ballot!

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## SIOP AWARDS COMMITTEE 1998

Adrienne Colella

### 1997 AWARD RECIPIENTS

The SIOP Awards Committee has completed its major task for 1997. I'd like to thank the members of this committee for all the time and effort they put into the process. I'd also like to thank Talya Bauer for chairing the S. Rains Wallace Dissertation Award subcommittee. In early February, the SIOP Executive Committee voted on the recommendations of the Awards Committee, and we have an excellent group of Award recipients for this year. As a reminder, all the award winners will be recognized at the SIOP luncheon in St. Louis, and I hope we can actually have an audience there to recognize these outstanding achievements.

Before getting to the winners, though, it might be worth describing the awards process again, for those who are not familiar with it. A Call for Nominations goes out in TIP just after the SIOP meeting. Anyone can nominate someone for an award, but there are a few constraints on nominees for some of the awards. Nomination packets are sent out to Award Committee members who make ratings of the nominees. These ratings are then aggregated and used to provide recommendations to the SIOP Executive Committee. The Executive Committee then votes on the recommendations.

The Wherry Award and best student poster at the SIOP conference are not handled through the Awards Committee (respective program committees are responsible for these awards). The McCormick Early Career Award is for persons who have received their degrees no more than 7 years prior to the year of the award (i.e., no earlier than 1991 for the 1998 award). Nominees for the S. Rains Wallace Dissertation Award should be sponsored by SIOP members, and should have defended their dissertation no more than 2 years prior to the submission deadline. The deadline for nominations this year is likely to be on or about September 15, 1997. Also note, there will be two more awards beginning in 1998: the M. Scott Myers Award for Applied Research in the Workplace and the William A. Owens Award for Scholarly Contribution. These awards are described below.

### S. RAINS WALLACE DISSERTATION AWARD

The 1997 S. Rains Wallace Dissertation Research Award was given to Dr. Tammy D. Allen, of the University of South Florida, Department of Psychology, for her dissertation entitled "Examining the Effects of Performance Beyond Role Requirements: A Field and Laboratory Study" (Michael C. Rush, University of Tennessee, Chair)

## ROBERT J. WHERRY AWARD

The Robert J. Wherry Award for the Best Paper at the 1996 IO/OB Graduate Student Convention was given to Adam Stetzer and David A. Hofmann (Purdue University) for their paper entitled "Organizational Safety Practices and Perceptions of Risk."

### BEST STUDENT POSTER AT SIOP

The award for the best poster, written solely or first authored by a student, at the 1997 SIOP meetings was given to Syed Saad (student) and Paul R. Sackett for their poster entitled "Examining Possible Differential Prediction By Gender in Employment-Oriented Personality Measures." Syed is a student at the University of Minnesota.

### EDWIN GHISELLI AWARD FOR RESEARCH DESIGN

The Edwin Ghiselli Award was given to Kathy A. Hanisch (Iowa State University), Charles L. Hulin, & Steven T. Seitz (both at the University of Illinois) for their research proposal entitled: "Computational Modeling Applied to Organizational Withdrawal: Modeling the Processes of Withdrawal Behavior Choices."

### ERNEST J. MCCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS

The 1997 Ernest J. McCormick Award was given to Dr. Stephen Gilliland, College of Business and Public Administration, University of Arizona. Dr. Gilliland received his Ph. D. from Michigan State University in 1992 and, since then, has published 12 journal articles. He is first, or sole author on 9 of these papers, and 11 have appeared in such top journals as the *Journal of Applied Psychology*, *Personnel Psychology*, *Organizational Behavior and Human Decision Processes*, the *Journal of Management* and the *Academy of Management Review*. He has also co-authored two book chapters, and has obtained over \$43,000 in grant and contract funds. He has been an author on more than 20 conference presentations.

His research spans several areas, but he has made the greatest impact in the area of applicant reactions to selection systems. As noted by those who wrote letters in support of his nomination: "Steve was the instrumental person in applying both theory and data to applicant reactions to selection systems." "Clearly, he has made significant contributions to our field in a very short period of time." "In short, it is impossible to write in an informed manner about applicant reactions to selection systems without considering Steve's work."



And, to sum things up, "By any standard...., Stephen has made a major impact on the field in an incredibly short period of time."

#### **DISTINGUISHED SERVICE CONTRIBUTIONS AWARD**

The SIOP 1997 Distinguished Service Contributions Award was given to **Dr. Ronald D. Johnson**, Pamplin School of Business, Virginia Polytechnic Institute and State University.

Over the years, Ron has contributed to the Society in a variety of capacities. In over 20 years of service to SIOP, he has held eight assignments and is currently serving as the Financial Officer for SIOP. As noted by a letter writer, Ron has attended every SIOP Executive Committee meeting since 1981. Beginning in 1976, he served on the Membership Committee, serving as chair from 1981 until 1983. Beginning in 1982 and continuing over the next 10 years, Ron held a variety of assignments related to the SIOP annual conference. These included: Member of the Ad Hoc Committee for Mid-Year Conference (1982-1983), Chair of Annual Conference Registration Committee (1986-1988), Member of the Annual Conference Steering Committee (1986-1988), Chair of the Annual Conference Steering Committee (1989-1992). More recently, Ron has served as Chair of the Professional Affairs Committee and was elected as SIOP's Financial Officer in 1994, a position he currently holds. All of these are service assignments requiring a great deal of effort, involvement, and skill.

Although Ron has served SIOP in a variety of ways, one particular contribution stands out. As noted by all of those writing letters in support of Ron's nomination, he played a crucial role in the development and growing success of the SIOP Annual Conference. According to one writer, "He was instrumental in helping start the SIOP conference...which may be one of the best and most visible benefits of membership in SIOP." Another wrote, "the physical effort which Ron put into making those conferences work is unlike anything I have seen in a volunteer organization such as ours." Finally, another wrote "It is his high quality service that resulted in the success of the SIOP conference...Quality shows and Ron has it."

We have all clearly benefited from Ron's years of service to the Society.

#### **DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AWARD**

The Society's 1997 Distinguished Professional Contributions Award was given to **Dr. John Hinrichs** of Management Decision Systems, Inc., a consulting firm he founded in 1976 after 25 years of experience in management and applied behavioral research with IBM, Exxon Research and Engineering, and Mobil Oil. The MDS current client list contains hundreds of organizations in advertising, banking, communications, education, financial, govern-

ment, health care, insurance, manufacturing, non-profit, publishing, retail, service, transportation, technology, and utilities sectors.

As noted by several letter writers supporting his nomination, he has exemplified the scientist-practitioner model. His research includes over 35 publications (beginning with papers in *Personnel Psychology* and *Journal of Applied Psychology* in 1964, and continuing through to the present), in addition to numerous presentations at various academic and professional conferences, including the SIOP Annual Conference. This body of work contains numerous works seminal to the field, including articles in the *Annual Review of Psychology* and *The Handbook of Industrial and Organizational Psychology* (1976). The list of John's specific products and contributions is too numerous to list, however, much of his work has focused on the design, implementation, and support for utilization of a wide variety of survey applications dealing with organizational change, job satisfaction, customer service, staff retention, or alignment of the work force with corporate values. One of many projects or products illustrating John's distinguished professional contribution to the field is the Followthrough training package which has allowed many organizations to reshape their employee survey into a powerful problem solving and organizational development process.

Other areas of note include John's influence on students of I/O Psychology and his role as a model to those beginning their professional careers and John's presidency of and other involvement in New York's METRO, one of the largest and most influential regional groups of I/O Psychologists. To sum it up, in the words of one writer, "...John Hinrichs has 'done it all' in terms of professional contributions to our field of industrial-organizational psychology...."

#### **DISTINGUISHED SCIENTIFIC CONTRIBUTIONS AWARD**

The 1997 Distinguished Scientific Contributions Award was given to **Dr. Charles Hulin**, Department of Psychology and Institute of Aviation, University of Illinois. Chuck Hulin received his Ph.D. in 1963 in Psychology from Cornell University. He has been on the faculty of the University of Illinois since 1962, with visiting positions at the University of California-Berkeley and the University of Washington. Chuck's contributions to the science of I/O Psychology are numerous. Apart from his contributions to and development of several major topic areas, he has also contributed through his training of many other I/O Psychologists who have gone on to further the science of our field.

Chuck has published over 65 papers in top journals, 25 in the *Journal of Applied Psychology* alone, 4 books, and numerous book chapters (including 2 in the 1992 edition *Handbook of Industrial and Organizational Psychology*). While the quantity of publications in high quality journals speaks to the de-

gree of his contribution to the science of our field, the importance of that work makes that contribution even more striking. Chuck has authored seminal work in several areas, including: Item Response Theory (e.g., Hulin, Drasgow, & Kamocar, 1982; Hulin, Drasgow, & Parsons, 1983), levels of analysis (e.g., Roberts, Hulin, & Rousseau, 1978); job characteristics theory (e.g., Hulin & Blood, 1968), the impact of time on predictive relationships (e.g., Hulin, Henry, & Noon, 1990), and the measurement and theory of job satisfaction, turnover, and other withdrawal behaviors (e.g., Smith, Kendall, & Hulin, 1969; Hulin, Roznowski, & Hachiya, 1984; Hulin, 1992). All of this work advanced theory, changed the way the field conceptualized various issues central to the field (e.g., reactions to jobs, predictive relationships, and measurement issues), and serve as classics and "must" reading for students of I/O Psychology.

Several themes consistently ran through Chuck's nomination letters. Of particular note, was the influence Chuck has had on the field by mentoring and training so many students and junior colleagues, many who have gone on to be active contributors to the field of I/O Psychology. Another theme concerned Chuck's breadth of contribution, as evidenced by the above list of seminal work. Finally, everyone noted Chuck's continued contribution over four decades. Of greatest note is his work on job satisfaction which has evolved into work on withdrawal behaviors. Indeed, Chuck's 1963 dissertation was entitled "Linear Model of Job Satisfaction" and, well...just take a look at the winners for the Ghiselli award).

There is no doubt that Chuck Hulin deserves the recognition afforded him as the recipient of this year's Scientific Contributions Award.

#### PAST SIOP AWARD RECIPIENTS

Listed below are past SIOP award recipients as well as SIOP members who have received APA, APF, or APS awards. As you will notice, we are missing information on some of the awards (e.g., Wherry Award). Call Adrienne Colella at (908) 445-5648 regarding missing or incorrect information so that we can maintain an accurate record of SIOP award information.

#### DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AWARD

1977	Douglas W. Bray	1987	Paul Sparks
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1984	Mary L. Tenopyr	1994	Patricia J. Dyer
1985	Delmar L. Landen	1995	Allen I. Kraut
1986	Paul W. Thayer	1996	Erich Prien

#### DISTINGUISHED SCIENTIFIC CONTRIBUTIONS AWARD

1983	William A. Owens	1990	Edward J. Lawler III
1984	Patricia C. Smith	1991	John P. Campbell
1985	Marvin D. Dunnette	1992	J. Richard Hackman
1986	Ernest J. McCormick	1993	Edwin A. Locke
1987	Robert M. Guion	1994	Bernard M. Bass
1988	Raymond A. Katzell	1995	Frank Schmidt
1989	Lyman W. Porter		and John Hunter
		1996	Fred Fiedler

#### DISTINGUISHED SERVICE CONTRIBUTIONS AWARD

1989	Richard J. Campbell and Mildred E. Katzell
1990	Paul W. Thayer
1991	Mary L. Tenopyr
1992	Irwin L. Goldstein
1993	Robert M. Guion
1994	Ann Howard
1995	Milton D. Hakel
1996	Sheldon Zedeck

#### ERNEST J. MCCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS

1992	John R. Hollenbeck
1993	Raymond A. Noe
1994	Cheri Ostroff
1995	Timothy Judge
1996	Joseph Martocchio

#### EDWIN E. GHISELLI AWARD FOR RESEARCH DESIGN

1984	Max Bazerman &	1990	Award withheld
	Henry Farber	1991	Award withheld
1985	Gary Johns	1992	Julie Olson &
1986	Craig Russell &		Peter Carnevale
	Mary Van Sell	1993	Elizabeth Weldon &
1987	Sandra L. Kirmeyer		Karen Jehn

1988	Award withheld	1994	Linda Simon &
1989	Kathy Hanisch & Charles Hulin	1995	Thomas Lokar
		1996	Award withheld
			Award withheld
<u>S. RAINS WALLACE DISSERTATION RESEARCH AWARD</u>			
1970	Robert Pritchard	1983	Michael Campion
1971	Michael Wood	1984	Jill Graham
1972	William H. Mobley	1985	Loriann Roberson
1973	Phillip W. Yetton	1986	Award withheld
1974	Thomas Cochran	1987	Collette Frayne
1975	John Langdale	1988	Sandra J. Wayne
1976	Denis Umstot	1989	Leigh L. Thompson
1977	William A. Schiemann	1990	Award withheld
1978	Joanne Martin & Marilyn Morgan	1991	Rodney A. McCloy
1979	Stephen A. Stumpf	1992	Elizabeth W. Morrison
1980	Marino S. Basadur	1993	Deborah F. Crown
1981	Award withheld	1994	Deniz S. Ones
1982	Kenneth Pearlman	1995	Chockalingam Viswesvaran
		1996	Steffanie Wilk & Daniel Cable

#### BEST STUDENT POSTER AT SIOP

1993	Susan I. Bachman, Amy B. Gross, Steffanie L. Wilk
1994	Lisa Finkelstein
1995	Joann Speer-Sorra
1996	Frederick Oswald & Jeff Johnson

#### ROBERT J. WHERRY AWARD FOR THE BEST PAPER AT THE I-O/OB CONFERENCE

1980	Christopher Reilly
1981	Andrea Eddy
1982	Amy Schwartz, Wayne Hall, Jennifer Martineau
1983	Maureen Ambrose
1984	Paul Van Katwyk
1985	Sarah Moore-Hirschl
1986	Daniel Skarlicki
1987	Talya Bauer & Lynda Aiman-Smith

1995 Mary Ann Hannigan  
Robert Sinclair

#### SIOP MEMBERS WHO HAVE RECEIVED APA, APF, AND APS AWARDS

##### APA AWARDS

#### AWARD FOR DISTINGUISHED CONTRIBUTIONS TO EDUCATION IN PSYCHOLOGY

1973	James B. Maas
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#### AWARD FOR DISTINGUISHED PROFESSIONAL CONTRIBUTIONS

1976	John C. Flanagan
1980	Douglas W. Bray
1989	Florence Kaslow
1991	Joseph D. Matarazzo
1992	Harry Levinson

#### AWARD FOR DISTINGUISHED SCIENTIFIC CONTRIBUTIONS TO PSYCHOLOGY

1957	Carl I. Hovland
1972	Edwin E. Ghiselli

#### AWARD FOR DISTINGUISHED SCIENTIFIC CONTRIBUTION FOR THE APPLICATIONS OF PSYCHOLOGY

1980	Edwin A. Fleishman
1983	Donald E. Super
1987	Robert Glaser

#### AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS TO PSYCHOLOGY

1989	Ruth Kanfer
1994	Cheri Ostroff

## APF AWARDS

### GOLD MEDAL AWARD FOR LIFE ACHIEVEMENT IN THE APPLICATION OF PSYCHOLOGY

1986 Kenneth E. Clark  
1988 Morris S. Viteles  
1991 Douglas W. Bray  
1993 John C. Flanagan  
1994 Charles H. Lawshe

## APS AWARDS

### JAMES MCKEEN CATTELL FELLOW AWARD

1993 Edwin A. Fleishman  
Robert Glaser  
Donald E. Super

## TWO NEW SIOP AWARDS!

Thanks to generous donations to the Society from Barbara Owens, Susan Myers, and others, two new awards have been developed and will be offered beginning in 1998. Both awards will be accompanied by a cash prize and a plaque. Deadlines for nominations will be on or around September 15, 1997. Specific details on how to submit nominations for these awards will be printed in the July TIP. These awards will also be announced at the 1997 SIOP Conference on Saturday, April 12 at the Awards Luncheon and the SIOP Foundation Session (Saturday, 4:00-4:50pm).

### The M. Scott Myers Award for Applied Research in the Workplace

This is an annual award to recognize an individual or a team for a specific project or product which represents an outstanding example of practice in Industrial and Organizational Psychology in the workplace (e.g., business, industry, or government). Recipients of the award may be employees, consultants, or vendors. Projects or products should (1) have a sound technical/scientific basis; (2) advance the objectives of clients/users; (3) promote the full use of human potential; (4) comply with applicable psychological, legal, and ethical standards; (5) improve the acceptance of I/O Psychology in the workplace; and (6) show innovation and excellence.

Both self- and other nominations are welcome (reviewers will be blind to the source of nomination). Nominations shall be rated by a subcommittee of

the SIOP Awards Committee comprised of three practitioners. Winners will also be invited to conduct the M. Scott Myers Master Practice Tutorial at the SIOP conference following the year of their winning the award.

### The William A. Owens Scholarly Contribution Award

This award is an annual award to recognize the author(s) of the best refereed journal publication in the field of Industrial/Organizational Psychology in the past year. The winner(s) of this award will be chosen by the Executive Committee of the Society for Industrial and Organizational Psychology, Inc. or their designated subcommittee and the criterion will be the author(s) of the publication judged to have the highest potential to significantly impact the field of Industrial and Organizational Psychology.

Both self- and other nominations are welcome (reviewers will be blind to the source of nomination). In order to make sure there is enough time for published articles to circulate, only articles published in 1996 will be considered for the 1998 award (remember nominations are due in September of 1997).

Manuscripts, news items or other  
submissions to TIP should be sent to:

Michael D. Coovert  
Department of Psychology, BEH 339  
University of South Florida  
4202 E. Fowler Avenue  
Tampa, FL 33620-8200

Phone: 813/974-0482  
FAX: 813/974-4617  
e-mail: coovert@luna.cas.usf.edu

## Secretary's Report

Bill Macey

The Winter meeting of SIOP's Executive Committee and Committee Chairs was held February 8th and 9th, 1997. Some highlights of the topics discussed and the resulting decisions include:

- The Executive Committee approved the investment of a portion of SIOP's assets in a balanced portfolio of mutual funds. The invested funds will represent only a portion of SIOP's total assets, and will be limited to an amount that can be safely invested for the long term.
- Bill Howell and Diane Schneider reported that the complete draft of the *Standards for Educational and Psychological Testing* will be available for comment in March, 1997.
- Cathy Higgs reviewed the status of the *Ethical Practice of Psychology in Organizations* edited by Rod Lowman. The volume has been completed and is currently under review.
- Publication of the Frontiers Series will be moved to New Lexington Press, the new scholarly imprint within Jossey-Bass. The series should benefit through increased editorial and marketing support.
- Tim Judge, APA Program Chair, reported that Laura Koppes and Frank Landy will be giving presentations at the APA Convention in Chicago on topics related to the history of psychology.
- The Executive Committee approved a motion to form a task force charged to address issues of visibility in our profession. Nancy Tipkins has been spearheading an effort targeted at identifying the critical issues and developing corresponding strategies. The Executive Committee also approved the appointment of a Foundation Committee charged with designing and implementing procedures for establishing new awards and recognition funds. The Committee will also have the responsibility for designing and implementing plans to provide information to the membership concerning the Foundation.
- The Frontiers Series, Professional Practice Series, and Conference Planning Committees were re-authorized for a period of 5 years.

- The Executive Committee approved a motion authorizing the Conference Planning Committee to proceed with negotiations to hold the annual conference in Chicago in 2004.
- Two new SIOP awards honoring Bill Owens and M. Scott Myers will be highlighted at the upcoming conference. Look for more details in the conference program and this issue of TIP.
- The 1997 Conference Program is available on the SIOP homepage. The report authored by David Kravitz and a subcommittee of the Scientific Affairs Committee, *A Review of Psychological and Behavioral Research on Affirmative Action*, is also available on the homepage.

As always, if you have a question or comment, please don't hesitate to contact either me or any other member of the Executive Committee.

## SIOP Conference Dates & Locations

April 11-13, 1997

St. Louis, Missouri • Adam's Mark

April 24-26, 1998

Dallas, Texas • Loews

April 30 - May 2, 1999

Atlanta, Georgia • Marriott

April 14-16, 2000

New Orleans, Louisiana • Hyatt

April 25-29, 2001

San Diego, California • Sheraton

2002 - Toronto • 2003 - Orlando

## An Update on the Celebration of the Golden Anniversary of APA Division 14 (Now Known as SIOP)

Laura L. Koppes  
Tri-State University

Several events and activities are scheduled as the Golden Anniversary celebration continues!

\*Papers on the history of Division 14/SIOP and on the history of Industrial and Organizational Psychology will be published in a special section of the *Journal of Applied Psychology* this summer.

\*A plaque listing Division 14/SIOP past presidents was purchased by SIOP and will be displayed at the 1997 SIOP Annual Conference in St. Louis and the 1997 APA Annual Conference in Chicago.

\*Grant money was received from APA to fund the history exhibit at the 1997 SIOP Annual Conference and the 1997 APA Annual Conference.

\*A column series is being published in the *APA Monitor*.

\*A special section is forthcoming in the *American Psychologist*.

\*The history of Division 14/SIOP was researched and written by Dr. Rudy T. Benjamin and it will be published in an APA publication.

Benjamin, L.T. Jr. (in press). A history of the Society for Industrial and Organizational Psychology. In D.A. Dewsbury (Ed.), *Unification through Division: Histories of divisions of the American Psychological Association, Volume 2*. Washington, DC: American Psychological Association.

\*Several activities are planned for the 1997 APA Annual Conference:

- Division Fair: All divisions will have a display for sharing information, their history, etc. SIOP will participate in the fair.
- T-shirts with the SIOP Golden Anniversary logo will be for sale.
- A Golden Anniversary Gala is planned for Sunday evening. There will be music, dancing, a 50th anniversary toast, and birthday cake. Everyone is invited. The oldest living president of each Division who attends the Gala will be honored.
- Each division has been asked by the APA Commission on the Golden Anniversary to identify a theme song. If you have any ideas for SIOP, please inform a SIOP Executive Committee Member. The theme song will be played during the Gala.
- The SIOP conference has history presentations and invited addresses.

If you have any questions about the Golden Anniversary or are interested in the history of SIOP, please contact SIOP's historian, Laura L. Koppes, Tri-State University, School of Business, 1 University Ave., Angola, IN 46703. Telephone: 219-665-4183; FAX: 219-665-4830; E-mail: KOP-PESL@alpha.tristate.edu

## Professional Practice Committee Update

Catherine Higgs, Chair

The Professional Practice Committee has as its mission "addressing issues relative to professional practice, developing relationships with other professional groups, business and government leaders, and the public in general in order to advance the professional practice of I/O psychology." Our work is conducted primarily through five subcommittees: Environmental Scanning; Ethical Affairs, International Affairs, Professional Association Affairs, and Public Affairs. We will have had an opportunity for the Committee and all other interested SIOP members to meet at our Annual Conference in St. Louis. At the Conference, we will be able to provide updates on activities, and receive member input for our 1997 direction. Following are a few brief highlights for interested members. For information about current Committee issues and activities, feel free to contact me, Cathy Higgs, at (415) 833-6260 (or e-mail at [chigg@allstate.com](mailto:chigg@allstate.com) —note, no "s" on last name in e-mail address).

### ENVIRONMENTAL SCANNING Subcommittee—Jim Sharf, Chair

Jim and his colleagues are responsible for scanning for major issues which may affect practice. See Jim's separate article in this issue of TIP on the California Civil Rights Initiative. Jim is also continuing to monitor the growth in Title VII class action lawsuits. He notes that some employers are now purchasing employment practice liability insurance policies to cover disparate impact liabilities. For more information, contact Jim Sharf at (703) 683-4310.

### ETHICAL AFFAIRS Subcommittee—Rodney Lowman, Chair

The primary current activity of this subcommittee is publishing a new edition of the ethics casebook, which has a working title of "The Ethical Practice of Psychology in Organizations." Rod Lowman is Editor for the casebook, with Scott L. Martin and Larry Fogli as Section Editors. Thanks to the many contributors to this project. The American Psychological Association will be the publisher, with the publication expected for late 1997. For more information contact Rod Lowman via e-mail at ([rlowman@latech.edu](mailto:rlowman@latech.edu)).

### INTERNATIONAL AFFAIRS Subcommittee

Thanks to Dick Ritchie for leading the activities of this committee since 1995/1996, and for the good work done under his leadership. A new chair will be assuming responsibility for this subcommittee beginning in April



1997. A major focus of activities for the coming year is expected to be planning for activities in conjunction with the 24th International Congress of Applied Psychology which will be held in San Francisco in August 1998, just before APA also is held in San Francisco. For more information on the International Affairs subcommittee, contact me (Cathy Higgs) and I will refer you to our new subcommittee chair. For information on the International Congress itself or the International Association for Applied Psychology, my suggested contacts are the chairs for Division 1 program on Organizational Psychology: **Richard Campbell** at Center for Creative Leadership (ph. (910) 288-7210 or e-mail at [campbellr@leaders.ccl.org](mailto:campbellr@leaders.ccl.org)), **Susan E. Jackson** at NYU, or **Virginia E. Schein** at Gettysburg College. Other contacts for planned activities at the International Congress include **Jim Farr** at Penn State, **Shelly Zedeck** at UC Berkeley, or **Joan Buchanan** at the American Psychological Association. The closing date for submission of papers is May 1, 1997, with decisions on acceptance by September 30, 1997.

#### PROFESSIONAL ASSOCIATION AFFAIRS Subcommittee—

Donna Denning, Chair

This subcommittee has two distinct foci: a) regional I/O groups and b) personnel generalist organizations. For regional I/O groups, the emphasis is on reciprocal assistance to achieve the common goals of SIOP, largely through activities such as information exchange, referrals, co-sponsorship of activities, and joint publicity. For personnel generalist organizations, the emphasis is on developing relations to pursue joint interests, increase the visibility of SIOP, advance sound personnel management practices, and share intelligence about major issues that affect the practice of I/O psychology. For more information, contact Donna Denning at (213) 847-9134.

#### PUBLIC AFFAIRS Subcommittee—Dianne Brown, Chair

The SIOP Member Referral System is coming along, wrestling with technology issues. Current emphasis is on making the referral system operate as part of the SIOP Home Page on the Internet. For more information, contact Dianne C. Brown at (202) 336-6000 (or e-mail at [dcb.apa@email.apa.org](mailto:dcb.apa@email.apa.org)).

## OBITUARIES

### Morris S. Viteles

December 7, 1996, is a day for I/O psychologists to commemorate. On that day, Morris S. Viteles died at a retirement community in Medford, NJ, at the age of 98, having been born in Russia on March 21, 1898. His family emigrated to England soon after he was born, and then, in 1904, to the USA.

Viteles was highly regarded in the field, as evidence by appellations such as "Pioneer in Industrial Psychology and Vocational Guidance," "Father of I/O," and "Model Scientist/Practitioner." Following are some of the reasons for these honorific titles:

1. Early in his undergraduate studies (as a history major) and as a graduate student in psychology at the University of Pennsylvania, he developed a keen and abiding interest in individual differences, psychological measurement, and vocational testing. Trained in clinical psychology under Lightner Witmer, Viteles started a Vocational Guidance Clinic as part of the Psychological Clinic at Penn.

2. His affiliation with the psychology department at Penn began in 1918 as an assistant and lasted throughout most of his career. During that time, he taught undergraduate and graduate courses in vocational testing and industrial psychology, including a course for business students at the Wharton School. Throughout his long teaching career, he exposed thousands of students to the basic concepts of industrial psychology and also served as mentor for many graduate students whose later careers exemplified his orientation. For the last five years prior to his retirement in 1968, Viteles acceded to the request of Penn's administration that he take over the deanship of its School of Education. Penn later awarded him an honorary LL.D.

3. After several years of annual summaries of the literature on industrial psychology for the *Psychological Bulletin*, in 1932 at the age of 34, Viteles published *Industrial Psychology*. This monumental book not only established him as a leader in the field, but also helped define the growing field. So influential was the book that some people later regarded him as the founder of the field, but Viteles himself credited Hugo Münsterberg with that role. Nevertheless, *Industrial Psychology* continued to be considered the "Bible of In-

dustrial Psychology" for many years. When Viteles planned to update it after World War II, he began by revising the original 15 pages on "Motivation in Industry" and ended up with a new 500-page volume in 1953 entitled *Motivation and Morale in Industry*. That book became another "Bible" in its subject.

4. Soon after receiving his Ph.D., Viteles became involved in consulting with business and industry, among the first being the Milwaukee Electric Railway and Light Company. In so doing, he anticipated the 1949 APA Boulder Conference concept of Scientist/Practitioner and throughout his career maintained a strict adherence to the need for practice to be based on appropriate theory and research. In a 1972 article in the *American Psychologist*, entitled "Psychology Today: Fact or Foible," he strongly espoused the need for basing practice and theory upon adequate research and warned that psychology seemed to be having lapses in that orientation.

5. His own practitioner role was a model. Not only did he engage in careful research and application in the "real world," but he published his findings in both practitioner and scientific journals. The success of his consulting roles is evidenced by the scope and duration of his consulting relationships. For example:

1924-1961	Yellow Cab Company.
1927-1964	Philadelphia Electric Company, where he served as part-time Director of Selection and Training
1930s & 1940s	Technical Board of the U.S. Employment Service where he helped develop the USES Job Classification System
1942-1951	National Research Council Committee on Aviation Psychology where, among other activities, he monitored a series of studies on pilot training and helped develop the Standard Flights for pilot evaluation, as well as serving as the chairman of the committee supporting a wide range of research relevant to the war effort.
1942-1951	National Defense Research Committee, involving studies of training and safety in naval settings.
1951-1984	Bell Telephone Co. of Philadelphia, where he sponsored a management development program based on the need for "humanistic education" of managers. During the 1950's, nearly 140 members of the managerial staffs of Bell System companies spent a full year at Penn devoted entirely to the humanities, including history, science, philosophy, and the arts. As was typical of him, Viteles evaluated the program through use of control groups and follow-ups which demonstrated that the experience re-

sulted in long-term change in attitudes and managerial effectiveness.

6. Viteles had an important impact not only on American psychology but also in international circles. In the 1950s, he was a leader in the founding of the International Association of Applied Psychology, serving as the first American president from 1958 to 1968. He was an international spokesman through his publications and participation in international meetings and was a prime agent in facilitating the flow of information and interaction between American psychologists and those in other parts of the world, particularly England, France, Germany, Italy, Russia, and Spain.

In recognition of his distinguished contributions, the American Psychological Foundation in 1988 granted him its Psychological Professional Gold Medal Award.

There is much more one could say about Viteles, but who could say it better than Morris himself? He wrote two autobiographies that are remarkably insightful, namely: Viteles, M. S. (1967). Morris S. Viteles. In E. G. Boring & G. Lindzey (Eds.) *A history of psychology in autobiography* (Vol. 5, pp. 417-500). New York: Appleton-Century-Crofts.

Viteles, M.S. (1974). Industrial psychology: Reminiscences of an academic moonlighter. In T. Krawiec (Ed.) *The psychologists* (Vol. 2, pp. 441-500). New York: Oxford University Press.

Each of them not only deals with Viteles as a person and as a psychologist, but also serves to provide valuable information about the development of psychology as a science and profession.

Albert S. Thompson

## UPCOMING CONFERENCES AND MEETINGS

### UPCOMING CONFERENCES AND MEETINGS

This list was prepared by David Pollack. If you would like to submit additional entries, please write David Pollack at the U.S. Immigration and Naturalization Service, 425 I Street, NW, Room 2236, Washington, DC 20536, (or call (202) 305-0081, or fax entries to (202) 305-3664).

#### 1997

April 11-13: Twelfth Annual Conference of the Society for Industrial and Organizational Psychology. St. Louis, MO. Contact: SIOP, (419) 353-0032.

April 27-30: 25th International Congress on the Assessment Center Method. London, England. Contact: DDJ, (412) 257-3952.

May 14-16: Fifth Annual Advanced Concepts Conference on Work Teams: Product Development Teams. Dallas, TX. Contact: Center for the Study of Work Teams, (817) 565-3096.

May 18-22: Annual Conference of the American Society for Training and Development. Washington, DC. Contact: ASTD, (703) 683-8100.

May 23-26: Annual Convention of the American Psychological Society. Washington, DC. Contact: APS, (202) 783-2077.

June 22-25: Annual Conference of the Society for Human Resource Management. San Diego, CA. Contact: SHRM, (703) 548-3440.

June 22-26: Annual Conference of the International Personnel Management Association Assessment Council. Newport Beach, CA. Contact: IPMA, (703) 549-7100.

June 27-29: Industrial and Organisational Psychology Conference. Victoria, Australia. Contact: The Australian Psychological Society, Ltd., P.O. Box 126, Carlton, South Victoria 3053, Australia.

July 15-19: 27th Annual Information Exchange on "What is New in

O.D." and 17th O.D. World Congress. Colima, Mexico. Contact: Organizational Development Institute, (216) 461-4333.  
July 19-23: Annual Conference of the American Society for Public Administration. Philadelphia, PA. Contact: ASPA, (202) 393-7878.

Aug 10-13: Annual Meeting, Academy of Management. Boston, MA. Contact: Academy of Management, (914) 923-2607.

Aug 10-14: Annual Convention of the American Statistical Association. Anaheim, CA. Contact: ASA, (703) 684-1221.

Aug 15-19: Annual Convention of the American Psychological Association. Chicago, IL. Contact: APA, (202) 336-6020.

Sept 22-26: Annual Conference of the Human Factors and Ergonomics Society. Albuquerque, NM. Contact: The Human Factors and Ergonomics Society, (310) 394-1811.

Sept 24-26: Eighth Annual International Conference on Work Teams. Dallas, TX. Contact: Center for the Study of Work Teams, (817) 565-3096.

Nov 4-8: Annual Convention of the American Evaluation Association. San Diego, CA. Contact: AEA, (804) 225-2089.

#### 1998

April 13-17: Annual Convention, American Educational Research Association. San Diego, CA. Contact: AERA, (202) 223-9485.

April 13-17: Annual Convention, National Council on Measurement in Education. San Diego, CA. Contact: NCME, (202) 223-9318.

April 24-26: Thirteenth Annual Conference of the Society for Industrial and Organizational Psychology. Dallas, TX. Contact: SIOP, (419) 353-0032.

## CALLS & ANNOUNCEMENTS

### Announcement

The Board of Convention Affairs would like each person with a disability who is planning to attend the APA Convention in Chicago, Illinois, August 15-19, 1997, to identify himself or herself and to provide information on how we can make the convention more readily accessible for his or her attendance. APA will provide a van with a lift as transportation for persons in wheelchairs, interpreters for hearing-impaired individuals, and escorts/readers for persons with visual impairments. We strongly urge individuals who would like assistance in facilitating their attendance at the convention to register in advance for the convention on the APA Advance Registration and Housing Form which will appear in the March through May issues of the *American Psychologist*. A note which outlines a person's specific needs should accompany the Advance Registration and Housing Form.

We encourage persons with disabilities to select one of the following convention hotels for housing as they are the best ones equipped to deal with special access issues: 1) Hyatt Regency Chicago; 2) Sheraton Chicago; 3) Fairmont Hotel Chicago; 4) Days Inn of Chicago.

750 First Street, NE  
Washington, DC: 20002-4242  
(202) 336-5500  
(202) 336-6123 TDD

Web: [www.apa.org](http://www.apa.org)

### Campaign to Promote Psychology Needs Your Help

APA's public education campaign is helping to make the public more aware of psychology's presence in the health care community. Through various media and community outreach efforts, we are educating the public about the value of psychology. Advertising, another component of the campaign, will complement these activities at the state and local level.

Your contribution of \$100 to the campaign will be used to provide funding for state and local associations and APA divisions to help pay for local advertising. Get involved. Send your check to: Accounting/Public Education Campaign, American Psychological Association, 750 First Street, NE, Washington, DC 20077-0522.

### The Division 1 Executive Committee Announces Annual Awards Competition

The Division of General Psychology has inaugurated three new awards to recognize outstanding achievements in general psychology. For some time we have supported the William James Book Award. In addition to that award, we have inaugurated three new awards that recognize contributions to the field of general psychology. The Ernest R. Hilgard Award recognizes lifetime contributions to general psychology; the George A. Miller Award honors an outstanding recent article in general psychology; and the Gardner Lindzey Award recognizes an outstanding recent doctoral dissertation in general psychology.

In each case the awards include a plaque or certificate, and the Hilgard, Miller, and Lindzey Awards include a check for \$500.00. The William James Book Award includes a check for \$1,000.00.

For all of these awards, including the William James Book Award, the focus is on both the quality of the work and the linkages it makes between the diverse fields of psychological theory and research. The primary intent of the Division of General Psychology is to encourage not only the integration of knowledge across the subfields of psychology, but the inclusion of contributions from other disciplines as well. A match between this goal of the Division and the nominated work will be one of the important criteria against which the work will be evaluated.

For all of these awards, self-nominations are encouraged, as well as nominations by others. For the Hilgard, Lindzey, and Miller Awards, nominators are asked to submit the candidate's name and vita, along with both a detailed statement as to why the nominee should be considered for the award, and supporting letters from others who endorse the recommendation.

For the Lindzey and Miller Awards, nominations should also include four copies of the article or dissertation being considered. Nominations for the William James Award should include three copies of the book; a one-page statement that explains the strengths of the submission; and the author(s) vita. In addition, each submission must be clearly marked as to the award for which it is to be considered.

Nominations for the William James Award must be mailed to Frank Farley on or before May 15, 1997. Nominations for the remaining awards should be

submitted to Dr. Helen Warren Ross, 2449 Ardath Rd., La Jolla, CA 92037 (telephone 619-594-7715) on or before May 15, 1997.

### Adolescent Girls Task Force Survey

APA's Task Force on Adolescent Girls: Strengths and Stresses is conducting research for a proposed trade publication. The goal of this research is to gather the most frequently asked questions and concerns about being an adolescent in today's society from adolescents and their parents. If you would like to participate in this effort, contact: Task Force on Adolescent Girls,

C/O Kelly Kennel, American Psychological Association, 750 First St., NE, Washington, DC 20002-4242.

### Announcing the Third Annual HR Junior Faculty Consortium at the National Academy of Management Meetings—Boston

Due to the success of the HR Junior Faculty Consortium at the last two Academy Meetings, the HR division will again host a consortium for junior faculty at the 1997 Academy Meetings in Boston.

The consortium will begin on Saturday (August 9th) at 10:00 a.m., and run through noon on Sunday (August 10th). The format will be a series of round table discussions in order to maximize the interactions between the participants and the presenters.

The round tables will include:

#### Editor's Round Table

Rodger Griffith, Human Resource Management Review  
John Hollenbeck, Personnel Psychology  
Greg Northcraft, Academy of Management Journal  
Dave Ulrich, Human Resource Management Journal  
Robert Vecchio, Journal of Management

#### Research Round Table

Robert A. Baron, Rensselaer Polytechnic Institute  
Herb Heneman, University of Wisconsin  
Susan Jackson, New York University  
M. Susan Taylor, University of Maryland

#### Life as an Assistant Professor

John Delery, University of Arkansas  
Wayne Hochwarter, University of Alabama  
Ellen Kossick, Michigan State University

### Breakfast with the Regional Academy Presidents

Paul Buller, Western Academy  
Marilyn Fox, Midwest Academy  
Geraldyn Franklin, Southwest Academy  
Alison Konrad, Eastern Academy  
Mark Martinko, Southern Academy  
*Teaching Round Table*  
Randy Dunham, University of Wisconsin  
Stella Nkomo, University of North Carolina-Charlotte  
Bruce Meglino, University of South Carolina  
*Service Round Table*  
Deborah Crown, University of Alabama  
Jerry Hunt, Texas Tech University

In order to qualify to attend, a person must hold pretenure status, be a member of the HR division, and register in advance. If you are interested in attending, please send a current vita, a short biographical sketch of yourself, and a check for \$30.00 (payable to the Academy of Management) to Micki Kacmar at the address listed below.

If you have any questions feel free to contact any of the coordinators:

Mark Huselid  
SMLR  
Rutgers University  
P.O. Box 5062  
New Brunswick, NJ 08903-5062  
(980) 445-5445  
huselid@rci.rutgers.edu  
Micki Kacmar  
Department of Management  
Florida State University  
Tallahassee, FL 32306-1042  
(904) 644-7881  
mkacmar@garnet.acns.fsu.edu

Patrick Wright  
School of Industrial and Labor Relations  
Cornell University  
393 Ives Hall  
Ithaca, NY 14853-3901  
(607) 255-3429  
pmw6@cornell.edu

### Call For Papers: The Kenneth E. Clark Research Award

The Center for Creative Leadership is sponsoring the Kenneth E. Clark Research Award—one for *best undergraduate paper*, and one for *best graduate paper*. This is named in honor of the distinguished scholar and former Chief Executive Officer of the Center.

The winners of these awards will receive a prize of \$1,500 and a trip to the Center to present the papers in a colloquium. The Center also will assist the authors in publishing their work in the *Leadership Quarterly* journal.

Submissions may be either empirically or conceptually based. Non-traditional and multi-disciplinary approaches to leadership research are welcomed. The theme for the 1997 award is "The Dynamics and Contexts of Leadership," which includes issues such as: (a) leadership during times of rapid change, (b) cross-cultural issues in leadership, (c) leadership in team settings, (d) leadership for quality organizations, (e) meta-studies or comparative studies of leadership models, (f) other innovative or unexplored perspectives of leadership.

Submissions will be judged by the following criteria: (1) The degree to which the paper addresses issues and trends that are significant to the study of leadership; (2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature; (3) The degree to which the paper develops implications for research into the dynamics and contexts of leadership; (4) The extent to which the paper makes a conceptual or empirical contribution; (5) The implications of the research for application to leadership identification and development. Papers will be reviewed anonymously by a panel of researchers associated with the Center.

Papers must be authored and submitted only by graduate or undergraduate students. Center staff and submissions to other Center awards are ineligible. Entrants must provide a letter from a faculty member certifying that the paper was written by a student, and stating the nature of the student's status (i.e., undergraduate or graduate). Entrants should submit four copies of an article-length paper. Electronic submissions will not be accepted. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses and telephone numbers, and also indicate whether it is for graduate or undergraduate award category.

Papers are limited to 20 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to current edition of the *Publication Manual of the American Psychological Association*.

In the absence of papers deemed deserving of the awards, the awards may be withheld. Entries (accompanied by faculty letters) must be received by August 29, 1997. Winning papers will be announced by October 31, 1997. Entries should be submitted to Dr. Walter Tarnow, Vice President, Research and Publication, Center for Creative Leadership, One Leadership Place, P O Box 26300, Greensboro NC 27438-6300.

## '97 OB/OMT Junior Faculty Consortium Pre-Convention Activity 1997 National Academy of Management Meetings Boston, MA

The Organizational Behavior/Organization and Management Theory Divisions of the Academy of Management are sponsoring the 16th annual Junior Faculty Workshop to be held during the pre-conference period of the 1997 Academy of Management Meetings in Boston. The workshop will begin with dinner on Friday, August 8, and continue to noon on Sunday, August 10.

Presentations by invited panelists and small group discussions among panelists and participants will focus on research, teaching, and juggling the multiple demands of academic careers. The workshop enables junior faculty to meet and form collegial networks with their peers. The coordinators for this year's workshop from OB are Carol Kulik (University of Illinois) and Blake Ashforth (Arizona State); from OMT they are Eric Abrahamson (Columbia) and Jerry Davis (Columbia).

The workshop is intended for people who have held an assistant professor (or equivalent) position for between one and four years. Participants must be current members of either OB or OMT Divisions as of May, 1997; have completed their dissertations; and currently (as of January 1997) hold an assistant professor (or equivalent) appointment.

Applicants should include a current vita (with current address, phone, fax, and email), and a letter containing (1) a one-paragraph description of current research interests, and (2) a one-paragraph description of their academic career to date. Applicants should also note in their letter whether they are applying to the OB or OMT divisions. A \$30 check made payable to the Academy of Management should accompany your application. The check is in partial payment for a catered dinner on Friday evening. Please send applications no sooner than March, 1997 but no later than June 1, 1997.

Please send application materials to:

Professor Carol T. Kulik	or	Professor Eric Abrahamson
Department of Business Admin.		Graduate School of Business
University of Illinois		Columbia University
1206 S. Sixth Street		720 Uris Hall
Champaign, IL 61820		New York, NY 10027
Phone: 217-244-0208		Phone: 212-854-4432
Fax: 217-244-7969		Fax: 212-864-4857
Email: c-kulik@uiuc.edu		Email: eabraham@research.gsb.columbia.edu



## POSITIONS AVAILABLE

**I/O INTERNSHIP: JEANNERET & ASSOCIATES** is currently accepting applications for a pre-doctoral internship. The position offers an opportunity to conduct applied research in areas related to selection and other human resource management programs (i.e., test development, validation, performance appraisal, 360 degree surveys, job evaluation, etc.). The internship is a full-time position and lasts nine to twelve months. The position is located in Houston, Texas.

Qualified applicants should be advanced doctoral candidates (preferably 3rd or 4th year) in I/O psychology and should have completed a Master's degree or equivalent. Candidates should possess strong research, analytical, written, and interpersonal skills. Preference will be given to individuals with previous experience in test development and validation research, and/or complex data analysis and interpretation. Experience in SPSS is desired. Jeanneret & Associates is an equal opportunity employer.

Interested applicants should send a cover letter, resume, and letter of recommendation from a member of their graduate faculty to: **John R. Leonard, Jeanneret & Associates, Inc., 601 Jefferson, Suite 3900, Houston, Texas 77002.**

**HUMAN RESOURCES RESEARCH INTERNSHIP** SBC Communications, Inc. (formerly Southwestern Bell Corporation) is currently accepting applications for pre-doctoral I/O Psychology internships in Human Resources Research and Planning.

The internship program gives students with a solid I/O background an opportunity to apply their training in a corporate environment. Interns work with two I/O Psychologists, independently, and with other Human Resource professionals on applied research and selection process development. The internship is designed to allow students to be responsible for entire projects from beginning to end. We also emphasize the importance of students completing the work needed for their degrees.

Qualified candidates should be advanced Ph.D. students (preferably 3rd or 4th year) in I/O psychology and should have completed a Masters degree or equivalent. Preference will be given to applicants with experience in job

analysis, test development, and validation. Strong research, analytical, written and interpersonal communication skills are required. Experience in SAS is also desired.

These internships are full time and last for six months, beginning in January or July. The deadline for completed applications is October 15 for the internship beginning in January, and April 15 for the internship beginning in July. Please send cover letter and resume to: **Anna Erickson, Ph.D., SBC Communications, Inc., 175 East Houston, Room 5-D-9, San Antonio, TX 78205.**

**I/O PSYCHOLOGY INTERNS:** Ford Motor Company is accepting applications for pre-doctoral internships in industrial/organizational psychology. Ford is a worldwide leader in automotive products and financial services with 325,000 employees, including 143,000 employees in the U.S. automotive operations.

The internships are full-time and last 12 months. Interns will be working with I/O psychologists and HR professionals on a variety of projects most of which are international in scope. Projects include selection research, employee surveys, and organizational development. All positions are located in Dearborn, Michigan.

Applicants must be enrolled in an I/O doctoral program and have completed a Master's degree or be admitted to doctoral candidacy. Candidates should have experience in an area such as selection, construction of tests/surveys, statistical analysis and organizational/team development interventions. Familiarity with SPSS is preferred but not required. Foreign language skills, such as German, Spanish, or French are not required but would be a definite plus. Ford is an Equal Opportunity Employer committed to a culturally diverse workforce.

Please submit a cover letter and resume to: **Rick Smith, Ph.D. Ford Motor Company, Organizational Psychology & Development, World Headquarters-Room 710, Dearborn MI 48121-1899. FAX: (313) 390-3358.**

**INDUSTRIAL & ORGANIZATIONAL PSYCHOLOGY INTERNSHIP OPPORTUNITIES.** GTE, a leader in telecommunications, is seeking candidates for internships in its Staffing & Development group. These positions will provide the opportunity to gain experience in a large corporation and to become an active participant in a Human Resources team. The intern will assist in developing competency models, competency-based HR processes, and other related projects.

Candidates should be advanced Ph.D. students in I/O psychology (3rd or 4th year). Training or experience in competency modeling and job analysis is required. Knowledge of current legal requirements and professional guidelines for employee selection procedures, experience constructing behavioral anchors, and knowledge of employee assessment processes is highly desirable. Candidates should have strong interpersonal, organizational, and communication skills.

These internships are full-time positions with a duration of 6 to 12 months. Internships will start at various times during the year. All positions are located in Stamford, CT. Interested applicants are invited to submit a resume, desired start date, a list of references, and a graduate transcript to: **Jim Roach, GTE Service Corporation, One Stamford Forum, Stamford CT 06904.**

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**SENIOR CONSULTANT OR PROJECT MANAGER:** Aon Consulting, formerly HRSstrategies, is an internationally known HR consulting firm specializing in the design and implementation of creative solutions to human resource and organizational transition needs. Our staff of over 1,500 professionals includes more than 60 I/O psychologists offering exceptional service to the most recognized and innovative organizations in the world. As a member of the Aon family of companies, we offer global consulting capabilities through a worldwide network of offices.

Due to rapid growth, we are continually in search of exceptional candidates who can make valuable contributions to our team. Project work includes the construction and implementation of selection and assessment systems, performance management systems, career development programs, employee opinion surveys, and change management consulting.

We seek experienced I/O psychologists with a proven track record of superior project management and strong statistical skills with the ability to present in an applied manner. Send your resume outlining related experience to Jennifer K. Burns, Human Resources Manager, Aon Consulting, P.O. Box 36778, Grosse Pointe MI 48236. Aon Consulting is an Equal Opportunity Employer and a member of the Aon family

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**RESEARCH ASSISTANT/SURVEY RESEARCH ACCOUNT MANAGER.** Parkside Associates Inc. is a rapidly growing healthcare survey research firm specializing in the development and utilization of employee, medical staff and patient satisfaction tools to monitor satisfaction for quality improvement. Our office is located in suburban Park Ridge, Illinois, just outside of Chicago. Since we are a growing firm, we are con-

tinuously searching for creative, highly motivated candidates with strong quantitative and interpersonal skills as possible additions to our staff.

Responsibilities for this position include: consulting with clients on appropriate survey data collection methodologies, report writing and programming/data analysis using SAS, on-site data collections at client hospitals, and working with clients on effective utilization of survey data.

Ideal candidates will possess an M.S. degree in I/O Psychology, an appropriate Social Science field, or Statistics, as well as knowledge/experience in survey research methods and SAS. In addition, applicants should have strong research, analytic, and interpersonal skills. Must be able to travel 4-6 weeks per year.

We offer competitive salaries and comprehensive benefits. Please forward your resume and salary requirements to: **Research Assistant Position/TIP, Parkside Associates, Inc. 205 W. Touhy Avenue, Suite 204, Park Ridge, IL 60068.** We are an equal opportunity employer and encourage people of all cultural backgrounds to apply.

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**ENTRY-LEVEL CONSULTANT.** Management Psychology Group is seeking a clinical, counseling, or I/O Ph.D. to conduct assessments and consult with a wide variety of business organizations. Must be licensable as a psychologist in Georgia (graduation from an accredited program and appropriate internship experience). Must have strong interpersonal skills, rigorous analytical skills, and a high level of self-confidence based on competence. The position will require interaction with corporate leaders, travel, independent work, a considerable amount of report writing, and a keen sense of urgency. Competitive entry-level salary and incentive structure. Send cover letter and resume/vita to **Hodge Golson, Management Psychology Group, 3340 Peachtree Rd, Suite 2420, Atlanta GA 30326.**

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**CONSULTING PSYCHOLOGISTS, INC. (CPI)** is a management consulting firm in the Minneapolis area, specializing in the design and implementation of high-impact solutions to human resource and organizational needs. We are experiencing a period of extensive growth and are searching for exceptional individuals who can make a significant contribution to our team. **Assessment Psychologist**—The qualified candidate will possess a Ph.D. in Clinical or Counseling or Industrial/Organizational Psychology with at least 3-5 years of experience. Required skills include assessment and test interpretation, counseling, coaching, interviewing, and excellent written and verbal communication skills. **Industrial/Organizational Psychologist**—Project work and responsibilities include the develop-

ment and implementation of selection and performance management and employee development systems, employee opinion surveys, work profiling systems, as well as test development and validation. Qualified candidates will have a Ph.D. in Industrial/ Organizational Psychology with at least 3-5 years of experience in project implementation and management. Required skills include excellent written and verbal communication skills, business development and client management capabilities, and the capacity to work in a fast-paced environment. Salary is commensurate with experience. Please submit cover letter and resume to: **Leann H. Rabaey, CPI, 5200 Willson Road, Suite 300, Edina, MN 55424.**

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**I/O CONSULTANT/ASSOCIATE CONSULTANT:** Jeanneret & Associates invites applications for the position of Consultant or Associate Consultant. The position involves job analysis activities, item writing and test development, validation research, complex data analysis and interpretation, and report preparation. The position is located in Houston, Texas.

Qualified applicants should have a Master's degree or Ph.D. in I/O Psychology (ABD is acceptable). Candidates should possess strong research, analytical, written, and interpersonal skills. Preference will be given to individuals with previous experience in test development and validation research, and/or complex data analysis and interpretation. Experience in SPSS is desired. Jeanneret & Associates is an equal opportunity employer.

Interested applicants should send a cover letter, resume, and letter of recommendation from member of graduate faculty to: **Barry R. Blakley, Jeanneret & Associates, Inc., 601 Jefferson, Suite 3900, Houston, Texas 77002.**

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**THE VANDAVEER GROUP, INC.,** an emerging premier human resources and management consulting firm, is in search of an exceptional individual for a senior consultant position. Initially, the individual will work from the Houston based headquarters, with opportunity to start and head a regional office elsewhere upon demonstration of the necessary skills. Qualified candidates will have a Ph.D. in I/O (or related), or clinical psychology, six to ten years professional experience, at least two of which have been as an external consultant; demonstrated skill and high level of interest in business development; and a license to practice psychology. Responsibilities shall include developing business, managing and developing consultants, managing projects, and consulting to management. The primary areas of practice of Vandaveer consultants are currently Leader and Organization Development, Executive Assessment and Coaching, Leader

Succession Planning, Performance Measurement and Enhancement, Employee Selection and Staffing/Test Development and Validation, and Team Development and Conflict Resolution.

We are looking for someone with exceptional cognitive abilities, including conceptualization and innovative thinking; strong listening and communication skills; high energy; flexibility; initiative; responsiveness to client needs; strong practical orientation grounded in solid knowledge of theory and methods; a high degree of "social intelligence," and knowledge and skill in marketing of services. Fluency in a second language will be a plus.

The Vandaveer Group offers competitive compensation and benefits, and excellent opportunity for growth and development. We are an equal opportunity employer. To apply, please send a cover letter that includes availability; resume; and the names, affiliations, and telephone numbers of three relevant references to: **The Vandaveer Group, Inc.; 520 Post Oak Blvd. Suite 260, Houston TX 77027.**

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**THE GALLUP ORGANIZATION, PRINCETON:** If you are an experienced consultant with a desire to work with our top clients, many of whom are Fortune 100 companies, in the development of their people using Gallup's science, then we would certainly appreciate the opportunity to discuss the fantastic growth of our practice with you.

At this time we are actively recruiting five (5) senior consultants, preferably with doctorates, to help us manage our clients and grow our practice in employee measurement, selection interviewing, work place audits, customer satisfaction and leadership measurement and development.

This is a tremendous opportunity to feel and see the impact of your work with world renowned clients and to experience your own personal growth.

If this sounds like the kind of opportunity that's exciting to you then we should certainly talk.

You should feel free to contact in confidence: **Edwin D. Dewees, Senior Consultant, The Gallup Organization, 301 South 68th Street Place, Lincoln NE 68510, e-mail: ed\_dewees@internet.gallup.com, direct dial: 402-486-6714, Fax: 402-486-6785.**

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**INDUSTRIAL PSYCHOLOGY INTERNSHIP:** Bell Atlantic Corporation is currently accepting applications for full-time internship positions in its Selection Research Department. Bell Atlantic is a leader in the telecommunications industry and offers interns the opportunity to obtain experience

working in a fast-paced corporate environment. Internships begin at various times of the year, depending on project requirements, and normally last 12 months. All positions are located in Arlington, VA.

Bell Atlantic's Selection Research Department is responsible for developing, validating, and assisting with the implementation of selection systems throughout the Corporation. Other projects have involved work on performance appraisal, test preparation courses, and survey development. Interns work on all phases of projects from conceptualization to implementation.

Qualified candidates should possess at least a Master's degree in industrial/organizational psychology or equivalent. Strong written communication, interpersonal, research, and statistical skills are critical. Experience with SPSS is desirable.

Interested applicants should send a resume, graduate transcript, writing sample, and desired start date to: **Jill K. Wheeler, Bell Atlantic Corporation, 1310 N. Court House Road, Upper Lobby, Arlington VA 22201**

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**GANTZ WILEY RESEARCH** is a consulting firm specializing in employee opinion and customer satisfaction surveys for both domestic and international corporate clients. Since its founding in 1986, the firm has established a growth and client retention record unmatched in the survey research industry. Given this constant growth, and in view of our strategic expansion, the firm announces two immediate position openings.

**Director, Project Management Services.** This position has two primary responsibilities: (1) managing our professional staff of project coordinators, who in turn, are responsible for coordinating and managing the day-to-day activities involved in delivering contracted services to clients and (2) senior account management, that is, executive consultant responsibility for client project work such as instrument design, data analysis, results presentations, survey feedback and action planning training, and consulting with clients on the effective use of survey results. Candidates must possess a Ph.D. in industrial-organizational psychology (or related field), significant previous survey research experience, a proven track record of managing professional staff, ability to work effectively in both a consulting and team environment, a minimum of eight years of organizational experience and excellent references.

**Director, Marketing and Business Development.** This position entails three primary responsibilities: (1) marketing and selling the firm's professional services, (2) managing our professional staff of marketing and business developing coordinators, who are likewise responsible for prospect lead generation, proposal development/support and client relationship management and (3) leading the development and implementation of the firm's strategic marketing plan. Candidates must possess a proven track re-

cord of marketing and selling professional consulting services as well as managing professional staff, ability to work effectively in a team environment, a desire/interest for a compensation plan linked to measurable success, an advanced degree in I/O psychology (or related field), a minimum of eight years of organizational experience and excellent references. To apply for these opportunities, please send your resume to: **SIOP Search Committee, Gantz Wiley Research, 920 Second Ave So., Suite 1300, Minneapolis, MN 55402.**

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**CORPORATE PSYCHOLOGIST/MANAGEMENT CONSULTANT.** Spurduto & Associates, Inc., an Atlanta-based consulting firm, is seeking a doctoral level, Georgia licensable psychologist to join its growing practice. The firm provides a variety of consulting services to top management including individual psychological assessment, management development, attitude and 360° feedback surveys, team building/development, and organizational analysis/design/development.

This position is a full-time career opportunity for an individual looking to make a long-term commitment. Individual will learn in a fast-paced, supportive, apprenticeship-type training environment. Competitive entry-level salary, with outstanding bonus opportunities and long-term earning potential based on performance.

Qualified candidates should possess: 1) strong interpersonal skills, 2) comfort interfacing with executives, 3) ability and interest in understanding individual personalities and behavior, 4) ability to work as an individual performer and as a team member, and 5) desire to learn and grow professionally. Counseling and assessment skills are desirable.

Send résumé and letter of interest to: **Kay Loerch, Ph.D., SPURDUTO & ASSOCIATES, INC., 235 Peachtree Street, Suite 300, Atlanta GA 30303** or see us at the SIOP Annual Conference in St. Louis. We will be recruiting there at the Placement Center.

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**ASSESSMENT SOLUTIONS INCORPORATED (ASI)** is a rapidly growing New York based HR consulting firm specializing in the development of customized human resources programs for selection, assessment, training and development. Our client base includes some of the most successful consumer products, technology, telecommunications and financial service organizations.

We have exceptional opportunities in our New York, St. Louis, and San Francisco area offices for highly motivated and committed individuals to join our Consulting Services Unit. We seek experienced I/O psychologists

with extensive (7+ years) of corporate and/or consulting experience, as well as candidates who have recently received a Ph.D. in I/O psychology or who have a Master's degree and 3-5 years relevant experience in a business setting. Qualified candidates will have expertise in one or more of our practice areas, project management experience, solid statistical skills, and excellent presentation and communication skills. Travel is required.

We also seek recent Ph.D.'s in I/O, clinical or counseling psychology to join our national assessment team on a part-time basis. Working in a corporate environment, you will perform behavioral assessments and interact with management and sales personnel in face-to-face simulations; evaluate leadership skills; provide feedback and coaching. Direct business experience preferable and travel is required.

Compensation is commensurate with background and experience. For consideration, please send cover letter and resume to: **Alisa Lebeau, Recruitment Department, Assessment Solutions Incorporated, 780 Third Avenue, NY, NY 10017. Fax: (212) 980-9176. Website: <http://www.asisolutions.com>**

If you are interested in a variety of professional growth opportunities offered in a dynamic, team environment, you are interested in **Personnel Decisions International (PDI)**. Our track record of success as a premier human resources and management consulting firm, has seen us grow to more than 220 consulting psychologists, and offices in Minneapolis, Atlanta, Boston, Brussels, Chicago, Dallas, Denver, Detroit, Houston, the United Kingdom, New York, Paris, San Francisco, Singapore, Tampa, Tokyo, and Washington, D.C. We are a highly professional team, on the leading edge of our profession, focused on providing innovative, top-quality solutions to meet client needs. PDI serves organizations in both the public and private sectors; our clients range from Fortune 100 companies to small family businesses in virtually all industry groups.

**SENIOR CONSULTANTS, CONSULTANTS AND ASSOCIATE CONSULTANTS**—We have, or will soon have, opportunities at most of our U.S. locations for consultants to provide our clients with a broad range of services. Qualified candidates will have a M.A. or Ph.D. in I/O psychology, counseling psychology or a related field, with two to five years experience in an applied business setting. We prefer expertise in at least two of the following areas: individual assessment; assessment centers; test interpretation; counseling; coaching; training; 360-degree feedback; organizational effectiveness; teams; competency modeling. The qualified candidate will have excellent written and oral communication skills, business development and client management capabilities, project management ability,

plus motivation and initiative. Some travel is expected and varies by location.

PDI offers a competitive compensation package, relocation assistance, and an opportunity to grow with the best. To apply, please send [or fax] a cover letter and resume to: **Human Resources, Personnel Decisions International, 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis MN 55402. Fax: 612/337-3640.**

PDI is an equal opportunity employer committed to employing a team of diverse professionals. Individuals from all cultural backgrounds are encouraged to apply.

**QUESTAR**, a growing full-service research and consulting company located in Minneapolis/St. Paul, is seeking an experienced Sales Consultant to join its Organizational Consulting and Research (OCR) team. We provide expertise around the world in the areas of employee surveys and 360 degree feedback.

Our sales process includes developing a new client base, identifying client needs, conducting presentations and responding to requests for proposals. Qualifications include at least five years of experience selling survey research, preferably in the area of employee opinion surveys and multi-rater feedback. A BA/BS in social science or a related field and excellent written and verbal communications skills are necessary for success.

We offer an excellent compensation and benefits package with unlimited growth potential, in a collegial atmosphere. Please mail or fax your resume to: **Questar Data Systems, Inc., 2905 West Service Road, Eagan MN 55121 Attn: AS, Fax: 612/688-0689, EOE.**

**ASSESSMENT CENTER PSYCHOLOGIST:** The Arlington County Department of Personnel is searching for an experienced professional to provide guidance to county agencies on a variety of human resource issues. With limited direction, this individual will be primarily responsible for the development, implementation, and validation of selection and promotion instruments across a wide variety of jobs. A key area of responsibility includes the design and delivery of assessment center promotional exams for public safety positions including job analysis, exercise development, rater and candidate training, and exam administration. A graduate degree in psychology is preferred. Salary range is \$37,202-\$52,478. For a detailed description of the position and application materials contact: **Arlington County Personnel Department, 2100 Clarendon Blvd., Suite 511, Arlington VA 22201; Voicemail (703)-358-3498, FAX (703) 358-3265,**

**PERSONNEL RESEARCH CONSULTANT** JCPenney has an opportunity for an experienced Personnel Research Consultant at its home office in Dallas, TX. The position focus will be to design, implement and assist in conducting research related to personnel selection, appraisal and attitude surveys. Ideally, you will have: (1) a Ph.D. in I-O Psychology with 1-3 years experience from a large corporate or consulting environment (a Masters' degree with 3-5 years experience also will be considered), (2) excellent computer and statistical skills, including proficiency with SAS and/or SPSS, and (3) excellent interpersonal and communication skills, including the ability to conduct workshops and focus groups.

For immediate consideration, please send your resume and salary requirements to: JCPenney, Personnel Research-MS 8213, P.O. Box 10001, Dallas, TX 75301-8213. JCPenney is an equal opportunity employer.

**INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**—Louisiana Tech University has two tenure-track positions in I/O psychology beginning August, 1997 (one position may start 11/97). Ph.D. in I/O psychology or closely related field required. Both positions entail teaching excellence in graduate I/O Master's program and undergraduate curricula, and strong research programs. Qualified applicants may also teach and supervise dissertations in our Counseling Psychology Ph.D. program.

One position will be at the Assistant to Associate Professor level and the second, which will have administrative responsibilities to further develop the current I/O program, will be at the Associate to Full Professor level. One position will emphasize personnel psychology; the other, organizational psychology. Both require grantsmanship and developing linkages to industry for field training, research, and consulting work.

The university, located in the piney rolling hills of northern Louisiana, enrolls about 10,000 students in a city of about 20,000. Many industrial sites are available nearby.

We will initially interview promising candidates at SIOP. Please immediately send letter of application, CV, personal goals statement, SIOP availability times, and names/ mailing addresses of at least three references to: Rodney L. Lowman, Ph.D., Professor & Department Head, Department of Behavioral Sciences, Box 10048, Louisiana Tech University, Ruston LA 71272, E-mail: rlowman@latech.edu.

**DEVELOPMENT DIMENSIONS INTERNATIONAL.** At Development Dimensions International (DDI), rapid growth and expansion are creating multiple consulting opportunities for highly qualified Ph.D./Master-level I/O psychologists. Our consultants work with leading companies worldwide to develop creative solutions for their business needs by applying innovative I/O technologies and methodologies. We are looking for your innovative contributions to be a part of our continued success!

DDI is a Pittsburgh-based, international, organizational development, management consulting firm. We specialize in the research and development of HR systems applied at all organizational levels. These systems include assessment and selection, training and development, performance management, and organizational change. Each year, we provide services for 12,000 organizations in 36 countries to help them improve productivity, quality, and customer service.

A career with DDI will allow you to work with others on leading-edge, high-tech applications of applied psychology. You will work in a multidisciplinary team of four to six professionals focused only on research/applications; there is no sales component involved. Working in a team allows you to expand your skills, while applying your knowledge to a wide variety of interesting challenges. Your team's productivity will be enhanced by unparalleled support services. Varied consulting assignments with the largest corporations in the world will provide you with exciting challenges and the opportunity to expand your professional horizons.

Senior Consultants lead teams dedicated to project delivery and product development. The position emphasizes integration of I/O methodologies to meet unique client requirements.

A wide variety of Consultant opportunities exists in teams committed to change management, selection, performance consulting, assessment center exercise development, training, and basic learning research. Growth and professional development opportunities abound. Each new consultant will have an individualized development plan.

Positions usually entail 30% overnight travel and offer an opportunity for exciting international travel and assignments.

Mail or fax resumes to: **Bernadette D. Kortze, Development Dimensions International, 1225 Washington Pike, Bridgeville PA 15017, Fax 412 220-2958. EEO.**





# Committee Volunteer Form

## Society for Industrial and Organizational Psychology, Inc.

**Deadlines:** The deadline for volunteering to serve on the Continuing Education and Workshop Committee is December 1st. For all other committees, nominations are accepted at any time. Please submit a completed form to the address given at the bottom of this page.

**Mailing Address**

Name: \_\_\_\_\_ (Last) \_\_\_\_\_ (First) \_\_\_\_\_ (MI)  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Home: ( ) \_\_\_\_\_  
E-mail: \_\_\_\_\_  
Fax: ( ) \_\_\_\_\_  
Office: ( ) \_\_\_\_\_  
Telecommunications

Job Title: \_\_\_\_\_ Organization: \_\_\_\_\_  
Highest Degree: \_\_\_\_\_ Year Granted: \_\_\_\_\_ Institution: \_\_\_\_\_  
Society Status: ☐ Associate ☐ Member ☐ Fellow

**Committee Preference:** If you have preferences concerning placement on committees, please indicate them by writing the number 1, 2, and 3, respectively, by the names of your first, second, and third, most preferred committee assignments. Note, however, that you need not provide these rankings if you are indifferent about committee placement.

Awards \_\_\_\_\_  
Education & Training \_\_\_\_\_ Professional Practice \_\_\_\_\_ Scientific Affairs \_\_\_\_\_  
Committee on Committees \_\_\_\_\_ Fellowship (Fellows only) \_\_\_\_\_ Program (APA Meeting) \_\_\_\_\_ State Affairs \_\_\_\_\_  
Continuing Education & Workshops \_\_\_\_\_ Membership \_\_\_\_\_ Program (SIOP Conference) \_\_\_\_\_ TIP Newsletter \_\_\_\_\_

\_\_\_\_\_ Please check here if you would be willing to serve as a mentor for a new SIOP member.

**Prior Society Service:** If you have previously served on SIOP committees, please list their names and the years you served.

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**Prior APA/APS Service:** If you have previously served on one or more APA or APS boards or committees, please list their names and the years you served.

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**References:** Please provide the names and addresses of two Members or Fellows of the Society who the Committee on Committees may contact to obtain additional information about you.

Name \_\_\_\_\_ Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Name \_\_\_\_\_ Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**Your Signature:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

Please mail or fax the completed form to: SIOP Administrative Office, PO Box 87, Bowling Green, OH, 43402-0087.  
Fax (419) 352-2645. If you need further assistance call (419) 352-1562.

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